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ABSTRACT

This book provides the outline of a course designed to involve Canadian workers in talking openly and seriously about racism in the workplace. An introduction briefly describes the background, underlying assumptions, and purpose of the course. Following this are ten sections containing information for use at ten different training sessions. In each section, necessary student materials, teaching aids, and equipment are listed. Session objectives are discussed, instructions are given for running the session, and student assignments are suggested. The ten sections cover these topics: (1) how racism hurts workers; (2) analyzing racial situations in the workplace; (3) the employer's connection to racism; (4) Canadian immigration history: the workers' experience; (5) immigration policy and misconceptions about immigrants; (6) the creation and perpetuation of racist attitudes; (7) legislation against discrimination: limits and possibilities; (8) using the collective agreement to combat racism; (9) union practices to resist racism; and (10) planning for action. Appendixes provide annotated lists of selected audiovisuals for programs on racism and current resources and programs on racism, and information on the resources of the Department of the Secretary of State. (KH)

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COMBATTING RACISM IN THE WORKPLACE

A Course for Workers

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and
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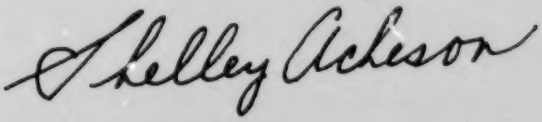
FOREWORD

The course outlined in this book is typical of the fine programming designed for practical application that emanates from the Cross Cultural Communication Centre. It is labour-oriented, worker-centred, logically presented, with exercises, audiovisual aids and readings designed to involve workers in talking openly and seriously about racism in the workplace. The material provided in this book and in the accompanying *Readings Kit* will enable any experienced labour educator to present the course well.

It has been my pleasure to work closely with the staff of the Centre over the past year as we at the Ontario Federation of Labour progressed through our campaign "Racism Hurts Everyone." They helped us to plan a seminar to evaluate our program and to develop continued strategies for work against racism within the labour movement. This course is a concrete example of their expertise in curriculum development and their commitment to resisting racism.

By offering this course, educational institutions, unions and labour bodies can enable workers to identify and use the practical tools necessary to fight racism at the workplace. And none too soon.



Shelley Acheson
Human Rights Director
Ontario Federation of Labour

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This book was developed in consultation with several union educators and with significant contributions from the workers who took the course. We gratefully acknowledge the effort, wisdom and solidarity of the following:

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MINISTER'S PREFACE

The issue of race relations is becoming one of increasing challenge for Canadian society. Recent evidence suggests that the problems in this area are becoming more serious, thus, threatening the well-being of our multicultural and multiracial society. It is therefore clear that this issue must be given serious attention if we are to avoid the kinds of situations which have blighted other societies.

To this end, I established a Race Relations Unit within the Multiculturalism Directorate to collect data, conduct research and assist in the analysis of the root causes of racial intolerance. The Unit will also work with other institutions and communities in their efforts to combat racism and to develop positive and constructive relations among Canadians of different racial backgrounds.

One of our strategies has been a comprehensive program of public education and the development of materials to stimulate this process.

This publication represents the first of such initiatives. I am confident that the information contained herein will assist all those working towards improving race relations in the workplace.

I would like to acknowledge the fine work of the Cross Cultural Communication Centre in the production of this publication.

Jim Fleming
Minister of State
Multiculturalism

It should be noted that the views expressed in this book are the authors' own personal assessment of the situation and do not necessarily represent the views of the Minister of State – Multiculturalism nor those of his officials.

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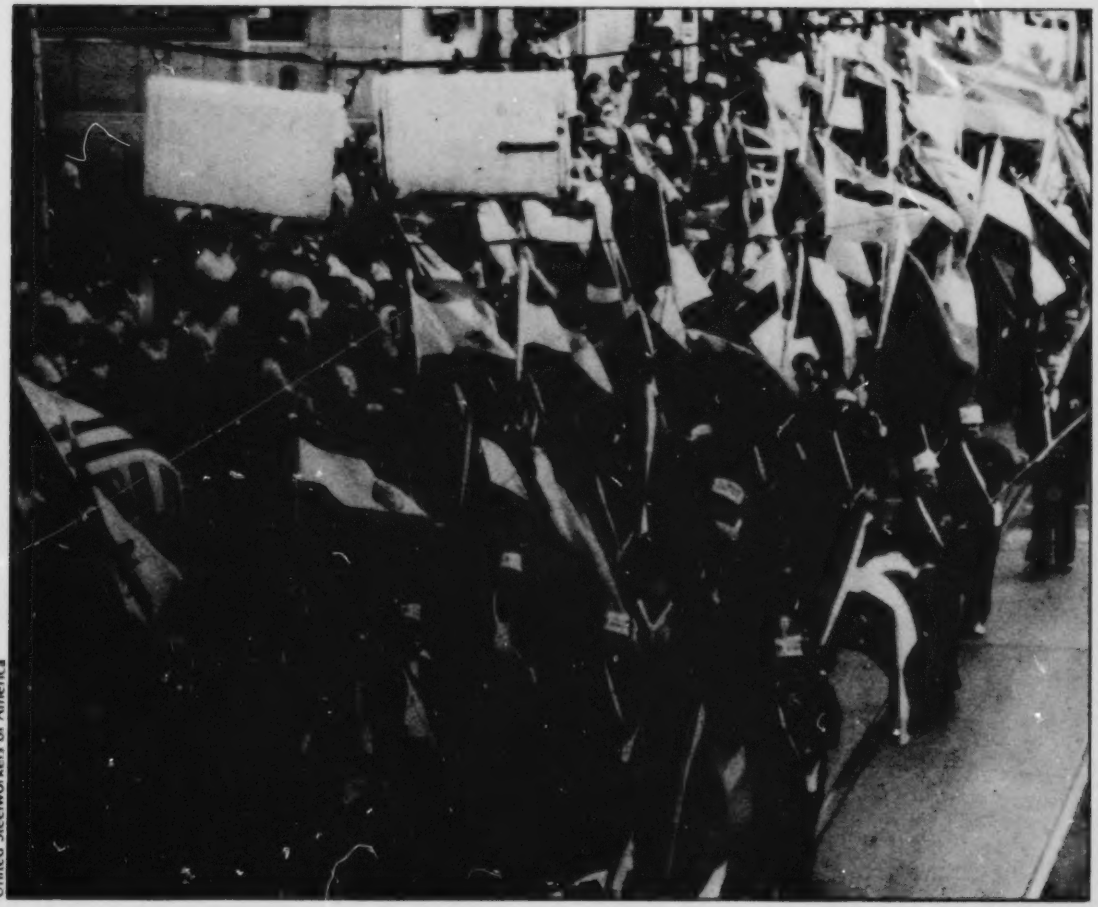


United Steelworkers of America

Labour Day Parade, Toronto

INTRODUCTION

This book outlines ten sessions designed to help workers learn about and work together against racism. The book is accompanied by a kit of readings to which we refer in the sessions. The book and *Readings Kit* together constitute the materials for teaching the course. Alternative materials and programs are also briefly described. Selections from any of these materials can be used for union meetings, discussion evenings, stewards' training sessions, CLC weekend schools or "plug-ins" to a longer course on a broader topic (e.g., social action, union counselling, union leadership).

BACKGROUND

"Work, Racism and Labour" was a ten-week, thirty-hour pilot course run by the Cross Cultural Communication Centre under the auspices of the Centre for Labour Studies, Humber College, in Toronto. Aided by consultations with trade unionists from different workplace sectors, the authors designed the course, which changed and developed in response to the experiences and needs of the ten participants. We took their experiences and understandings of workplace racism as the initial basis of the course, and have included them wherever possible in the text. The participants differed in ethnic background and in union affiliation, in their level of involvement with their unions and in their thinking on workplace racism. The design of the course might, therefore, work somewhat differently with workers who are from one union, from one ethnic or racial background, who are unorganized, or who share a common position and responsibility within their union(s).

The authors also worked closely with the Ontario Federation of Labour and other labour educators in the design of seminars for the "Racism Hurts Everyone" campaign, run in 1982 by the OFL. One hundred and twenty-five people attended the Toronto seminar on racism, eighty percent of them representing their unions. Their stories and their attempts to fight the divisiveness of racism in their workplaces have also informed the thinking and logic of this book. We share with those labour educators and those workers a belief that Canadian workers and their unions are not intrinsically racist, and that information and education can empower people to act against racism in their places of work.

ANTI-RACIST EDUCATION

An initial word must be said about the language this book uses to describe ethnic groups as they are perceived in this society. There are problems with almost any word we use, since ethnic groupings are not static and the effects of discrimination are more pronounced on some members of ethnic groups than others, depending on their class background. We use the term "dominant group worker" to mean those workers from the dominant or more powerful cultural group in Canada. In most parts of the country, these are white, Anglo Canadians. We use the term "minority worker" to refer to people whose ethnic background is other than the dominant culture. We recognize the limitations of this term in that so-called "minority workers" are *not* a minority globally; and that the real counterpart to dominant is "subordinate". And on occasion, we use the popular term "visible minority" to refer to people of colour. However, here again, this term can be highly misleading in that it does not appear to include many Latin Americans, Filipinos and southern Europeans who are often perceived as "non-white" and therefore "visible." With all

these qualifications, we ask the reader to be patient with our attempts to use the limited words available without stereotyping.

Several assumptions have guided the design and implementation of this course. It is important that the reader/potential teacher be aware of these. First, while we acknowledge that it is often divisive to talk about racism, we know that not to talk about it is worse. Talking about racism is a pre-condition for acting in a successful, collective manner against it. It is not in the interests of workers to be racist. Thus, learning to deal with racism, although it is conflict producing, offers, in the end, the opportunity to overcome divisions and build stronger union and community organizations.

Secondly, dominant group workers living in an industrialized country that has too often profited by the exploitation of the peoples of the Third World, must both recognize and come to terms with their relative privilege vis a vis Third World peoples. They must acknowledge the effect of this privilege on their relations with others—especially visible minorities. The term "relative privilege" may be an irritating one to some workers who understand their class position to denote anything but privilege. However, minority workers in Canada and many workers in Third World countries share not only the experience of class discrimination, but of racial discrimination as well. And for minority women workers, the oppression of sexism is an additional cutting edge to their struggle.

Thirdly, guilt is not a healthy basis for performing anti-racist educational work. The best account of European imperialism and the racism that accompanied it will not help a dominant group worker understand racism today if this account produces guilt or calls on that worker to perform penance for the acts of his or her ancestors. While it is true

that deeply-rooted systems of inequality account in large measure for racism in our society, these systems are not changed by inducing defensiveness in people who have adopted ideas from this system and may be consciously or unconsciously perpetuating racist attitudes. Racism affects everybody; for this reason, both dominant group and minority workers must be willing to share their experiences in order to uncover how we as individuals have dealt with racism, and how we can attack collectively the conditions that breed such racism.

A fourth and related point concerns ethnicity. The word "ethnicity" has come to suggest a characteristic possessed by everyone but the dominant culture, and hence a word that reflects a position of being dominated. However, we use it here to refer to a person's broad cultural experience – language, origins and heritage; ways of responding to and acting on one's economic, social and political conditions. English and French Canadians share with other Canadians the possession of an ethnicity. Indeed, in some cases – for example, the Irish – this is a history of being victimized by racism. This course encourages *all* workers to explore their own and each other's ethnic and cultural backgrounds.

A fifth point concerns a knowledge of the history and present existence of racism. A great part of history that accounts for modern-day racism originates in the period (1500 A.D. to the present) during which European nations reached and colonized the lands and peoples of four continents: Africa, Asia and the Americas. This period of European colonialism produced a host of practices and attitudes that we now associate with racism. In Canada, it took the form of European occupation of Native lands and subsequent discrimination against Native peoples. People from all over the world were encouraged to come, to build the canals and railways, to

resettle lands and produce food for domestic use and export, to provide goods and services, and to compete with each other for an uncertain livelihood. At times, ethnic and racial differences were exaggerated to divide people whose basic life struggles were common. Canada, then, has a history of class and cultural divisions that has, in part, shaped current institutional discrimination. A knowledge of this historical experience helps in understanding why visible minorities are among the most victimized by modern racism. (This does not mean that one must be coloured in order to be a victim of racist behaviour. For example, Jews are victimized by anti-semitism, and we have already mentioned the Irish experience.)

A healthy learning environment allows for a fair amount of ambiguity in both learners and teacher. People may be prejudiced about one group and not another. For example, they may clearly grasp the systemic discrimination against Native people, but not perceive the alienation of minority workers in their own union. In a wider context, people may be supportive of growing efforts by minority workers to join with dominant culture unionists, but deride attempts by women or gay people to demand recognition and equality. A teacher may discover that a particular explanation of the reasons for racism does not cover each and every historical case. It is by honestly confronting these questions that racism is combatted – not by moralizing and oversimplification.

Finally, and in the context of all of the above, anti-racist education should avoid blaming individuals for systemic racism. This is not to say that individuals cannot and should not take responsibility for their own prejudices and acts of discrimination. They should and they can. But the historical and institutional bases of racism are very deeply rooted. A major course objective is to unearth old attitudes and patterns

between people in order to help workers explore the larger, systematic and historically-conditioned underpinnings of racism in society. It is through a grasp of the conditions that breed racism that people can begin to collectively fight it.

HOW TO USE THIS BOOK

No one has any panaceas for educating and mobilizing people's energies to fight racism. Indeed, any good program will raise more questions than it answers. The teacher must combine information and understanding of how racism works with an ability to elicit what participants already know about racism. This course is designed to build upon participant knowledge by structuring classroom situations so that new information can be applied in light of participants' daily experiences. The book draws on a variety of approaches to do this, including: film, small group discussion, use of participants' own materials, case studies, readings, roleplay, analysis of materials, brainstorming, interviewing, as well as large group discussion and teacher-delivered information. The book describes each of these approaches in more detail when they are first introduced. The teacher is encouraged to use as broad a range of relevant stimuli as possible to achieve the course's objectives – which are to affect attitudes and mobilize collective energies to act.

In general terms, the course seeks to equip worker participants with:

- information and arguments to resist prejudiced beliefs
- a clear understanding of why all workers should collectively combat racism in their places of work and in their communities
- approaches for dealing with racial conflict and harassment in the workplace
- methods of identifying and acting against racism in the union

- an analysis of employer connections to racism in the workplace and the links between racism and class oppression
- an understanding of the sources of racist explanations of their society
- strategies for further educating themselves and their fellow workers
- strategies for mobilizing collective energies to fight racism in all its forms in the workplace and in the community

This book is accompanied by a *Readings Kit* of classroom materials, which provides more detailed information about some of the concepts explored in the book. The materials cover such issues as immigration history and policy, racism in employment, human rights legislation and community action. Relevant items from this kit are listed at the beginning of each session, and in some instances, the teacher is directed to other background readings. Information in this book that is enclosed in boxes also appears as classroom material in the *Readings Kit*. It is included here in cases where it is a useful or necessary illustration for the teacher.

Materials in the *Readings Kit* have been selected for clarity and for appropriateness to session content. The teacher must decide how much of it to use. Too much reliance on the kit may cut short essential dialogue between participants; too little use of the kit may reduce exchanges in the sessions to "common sense" and fail to develop the analytical and knowledge skills of participants.

Each session is presented in fairly standard format: student materials and teaching aids are listed first, followed by objectives for the session. In some cases, an introduction to these objectives describes the links to a previous session or elaborates on purposes listed in point form in the objectives. These are

followed by the program outline, which combines, where necessary, information and background for the teacher, with descriptions of the approaches, activities and discussions suggested for that session. Where appropriate, we have included ideas and material from worker participants who took the original course, to indicate the kinds of issues that may emerge. In many sessions, the program outline concludes with an assignment for the following week. Descriptions of different parts of the programs are accompanied by indications of the approximate length of time required.

CLASSROOM PRINCIPLES

The following suggestions concern more everyday classroom matters and are intended to assist the teacher in developing an atmosphere that is secure and unafraid of honest exchanges on racism, and that encourages people to be confident to act on their understanding of it.

1. People's experiences of racism should be elicited and discussed in a critical but open way. This is especially important in early sessions, when people may be hesitant about sharing ideas and experiences. Make sure the sessions allow time for participants to get to know each other.
2. It is important that course discussions uncover the ways people's experiences of racism have been negated or trivialized. For example, a racist joke that is painful to one person may appear insignificant to another. Participants should be alert to the danger of this happening and pay close attention to other people's feelings. If someone is hurt by a name, stop and consider it; if the person using the name is hurt because someone takes offence at it, stop and explore his or her feelings.
3. Because students in the course may themselves become teachers and anti-racist activists when they return to their

workplaces, each class is both a learning and a partial training session. To sum up each session and to encourage reflection, the beginning of each new session should review participant reactions to the previous session: "What was the most important point? Did anything happen during the week that reminds you of our previous session?" etc.

4. The teacher is also a learner and should be willing to share his or her own experiences and problems. Strike a balance in each session between teacher-delivered material and participant-produced material – an interesting classroom requires both.
5. The "journal sheets" are a way of beginning each week with a discussion of participants' own experiences and observations from the week. Indeed, this is an important source of information about participants' work lives and the degree to which people can apply what they are learning in the course. Journal sheets are given out in Session 1 for the whole course. Some participants will use them to record their experiences; others will use them only as a reminder to bring in newspaper clippings or personal stories.
6. It is important to provide opportunities for discussion in small groups. This helps to increase the involvement of all participants by allowing the shyer people more of a chance. It also encourages collective problem solving independent of the teacher. We usually suggest a small group report-back to the larger group. Ask quieter individuals to add to the report-back of their group. There is no need for small group problem solving to strive for a total solution. The aim is to share ideas on the way to the larger group generating comprehensive plans for solving problems.
7. Record participants' ideas on a flipchart and where appropriate, write them up and use them as the basis for further

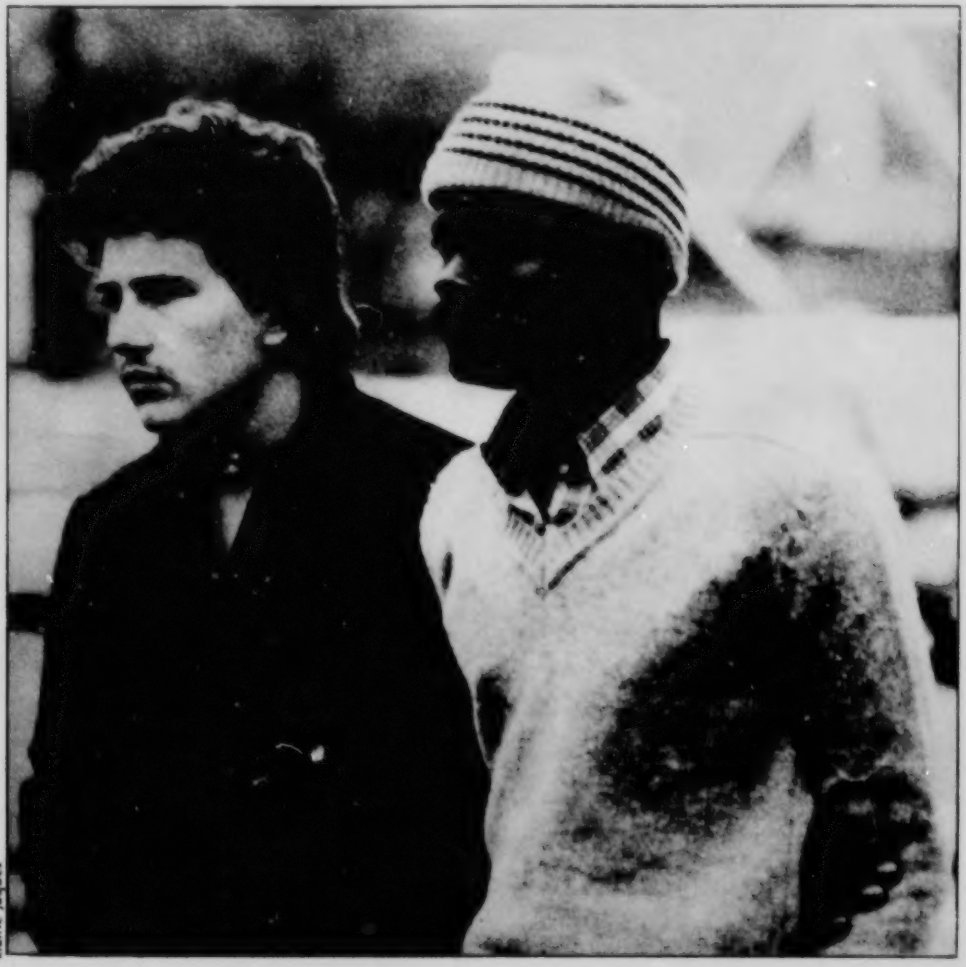
discussion. Flipchart recording and summarizing is a valuable teaching skill – one that can greatly aid participants in benefiting from their own and others' ideas. It does require that the teacher be clear on the issues being discussed and recorded. The teacher should attempt to limit the number of words recorded, but at the same time not distort the meaning. Lists of ideas can be organized under headings following the initial discussion, or headings can be posted ahead of time, and ideas slotted under them as they occur. In later sessions, participants may themselves want to use the flipchart to collect and organize ideas. Recording their ideas serves to honour participants' contributions to the classroom activity as well as to prepare them to teach each other about racism.

8. Use audiovisuals with discretion and with preparation. The audiovisuals recommended are good ones. However, the teacher should ensure that participants do not experience them passively. Introduce them with a specific discussion on their content; assign a participant task related to the AV material or show the video or film twice to test critical skills. Ask: "What was left out? How would a person with prejudiced ideas view this film?"
9. Use outside resource people cautiously. They can provide in-depth and possibly more up-to-date knowledge than the teacher, as well as offer a new person with whom to exchange ideas. However, prepare your guest resource people before they come into your class. Tell them what the course has already covered. Ask them to speak on a particular subject that fits into the session's overall plans; if possible, the guest should be willing to hear and answer participant questions and responses to the presentation. Avoid having a speaker just for the sake of a new face. This can disrupt the group development without contributing

something that the teacher could not have done as well.

10. Serve refreshments! If students wish, they can share in the task of planning and preparing refreshments.

These, then, are some of the essential principles and ideas that have informed the design and teaching of this course.



Elaine Jaques

1 RACISM HURTS WORKERS

Student Materials
Course Outline (in *Readings Kit* only)
Interview Guide Sheet
Journal Sheets (in *Readings Kit* only)
Meanings of Important Words (in *Readings Kit* and Session 2 of this book)

Teaching Aids and Equipment
flipchart, markers, masking tape

OBJECTIVES

In this initial session, it is very important to establish an informal and friendly atmosphere and to spend time giving participants a chance to become acquainted so that they feel comfortable talking about racism as it affects them in the workplace. This may be their first such experience, particularly if the group is mixed ethnically.

While workers share the experience of class discrimination and the effects of sexism on family relationships, racism is not a common experience for all of them. To some who have not felt it directly, it may be largely invisible, even while they may intuit its effects on others. This can make dominant group workers uneasy about saying the wrong thing or being misunderstood. Conversely, it can lead to an anxiety on the part of minority workers about being labelled or having their experiences dismissed.

The structure should encourage people to feel confident that they have something to contribute, and that others will listen critically but not judgmentally to what they have to say. In this and subsequent sessions it is important to introduce and explain

concepts that describe and analyze more precisely the features of racism in the workplace. The key objectives of the introductory session are that:

- participants become acquainted with each other so that ease and trust begin to develop in the group
- the goals and general program outline are clarified and checked with participants' own expectations of the course
- participants share some of their experiences, concerns and interests in combatting racism in the workplace
- participants are encouraged to begin to differentiate between the racial tensions arising between individuals, those imbedded in union practices, and those encouraged by employer practices and structures within the workplace
- participants begin to be aware of differences in meaning between words such as "stereotype," "prejudice," "discrimination" and "racism"
- participants begin to clarify why racism is an issue that should be addressed by all workers

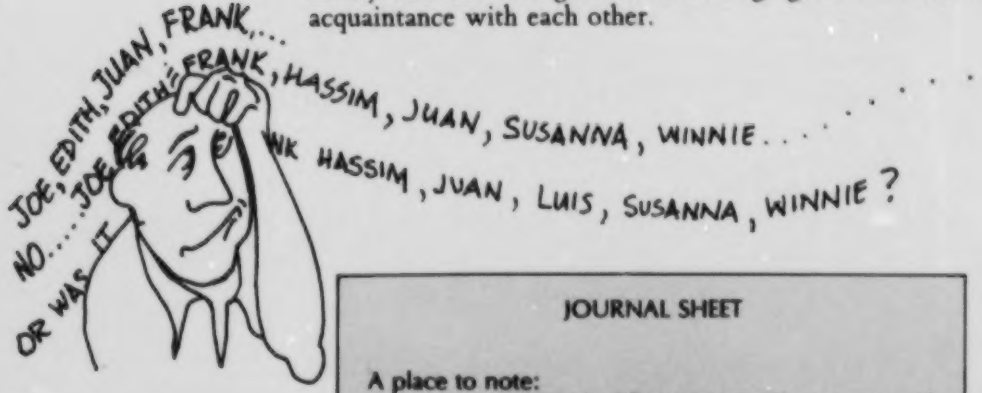
PROGRAM INTRODUCTIONS

Introduce yourself and your own reasons for work on anti-racist education. Hand out the course outline and journal sheets, in a binder if possible, so that participants can bring it to class each week. Spend a few minutes clarifying the course outline and eliciting specific concerns and questions participants want to explore. Suggest appropriate sessions where these issues will be addressed in more detail.

20 minutes

Ask participants to introduce themselves. Initially, this can be done by each participant simply naming him or herself, his or her workplace, union and local. A "memory name game" is a useful and ice-breaking follow-up. The teacher can start

by saying his or her first name. The person to the left then says his or her first name and that of the teacher. Following around the room in a cumulative fashion, each participant says his or her name and the names of all those preceding. It will pose some difficulties for a few, but the banter is good-natured, and participants are always relieved and pleased by the informality and the care given to encouraging their immediate acquaintance with each other.



JOURNAL SHEET

A place to note:

- conversations, incidents or experiences at work that you feel suggest inter-racial or inter-ethnic conflict
- newspaper stories, examples of prejudice in the media, or events in the community that you think are important
- ideas and issues you want explored in these sessions

WORKERS' EXPERIENCES WITH RACISM IN THE WORKPLACE

It is important to acknowledge that participants all know something about racism as it occurs in their own workplace. Ask them to share this information as a starting point for the course.

20 minutes

Distribute copies of the Interview Guide Sheet, with instructions that participants will each be discussing the three questions contained there with one other person and afterwards should be prepared to introduce that person and his or her concerns and experiences to the group. Ask each participant to pair off with the person in the group they know least well for this exercise.

INTERVIEW GUIDE SHEET

Name:

Employer:

Job:

Local:

1. What are the questions and issues that most interest and/or concern you about racism, in particular, racism in the workplace?

2. Tell of a situation of racial conflict or tension that you know about or have experienced where the situation was dealt with effectively. Say why you think so.

3. Tell another "race relations story" that you feel was mishandled and unresolved. Say why you think so.

30 minutes

Bring people together as a group. Ask participants to introduce each other, using their responses to question 1 only of the interview sheet. Record the issues and questions raised on a flipchart and briefly review them when everyone has finished. The suggestion to have participants introduce each other rather than themselves stems from a concern to:

- depersonalize the comments and make it safer to talk
- control the more vocal participants and those with an axe to grind
- lower the risk of talking for the timid

Sample Issues Identified by Participants
(Question 1)

- Token hiring of minority group members
- Non-English speakers off by themselves; speak in own language; English-speaking workers feel they are being spoken about
- Supervisor's hatred produces discrimination against blacks
- Conflict between two minority groups, e.g., apparently because of religious differences
- Racism used to weaken/block union, e.g., low wages, control of promotions. How widespread is this? How to counteract?
- What is the logic, basis, beginning of racism?
- Name-calling
- How does the union deal/not deal with name-calling?
- How do children learn racism? What do the schools do?
- How do you recognize racism in yourself?

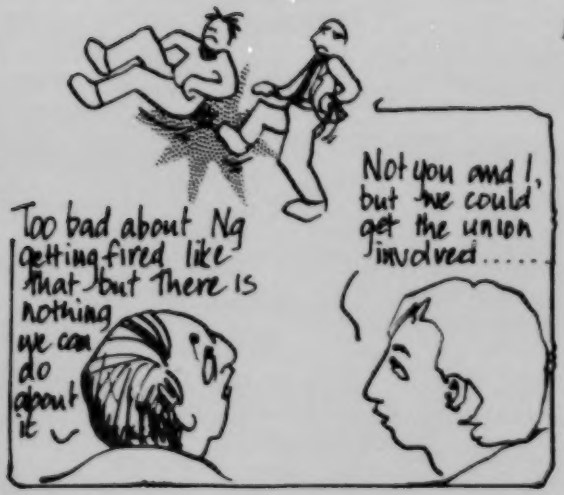
- "Canadian experience" a form of discrimination – recent immigrant experiences and qualifications not recognized

Do not prejudge which stories illustrate racism and which do not. Record them all and pose questions that encourage participants to analyze what role racism plays in each of these stories.

45 minutes

Ask participants to continue introductions, using responses to questions 2 and 3 of interview sheet. Record these in two columns as they are being presented. (All this participant-generated material should be written up and distributed during the following session.)

Sample Participants' Race Relations Stories
(Questions 2 and 3)


Too bad about Ng getting fired like that but there is nothing we can do about it
Not you and I, but we could get the union involved.....

Effectively Handled

- Worker from minority group fired; appeal; support from union leadership and rank and file; publicity by union; victory (reinstatement) in arbitration
- Racial joke. Confronted with, "I do not appreciate that kind of joke." Joke-teller apologizes.
- Racist remarks against native people in plant; worker brings daughter who is Métis to plant
- Attack on Irish worker by English workers; fight back physically

- New worker in plant makes racist remarks. Union leader sits with minority group members at lunch. Racist told, "You're making enemies."
- Black worker promoted; older white worker refuses to train black worker on new equipment; union president intervenes, threatens to go to Labour Relations Board; reluctant teacher changes mind

Mishandled

- Don't know how to react when called a name
- Strike underway; striker threatened with deportation; no response from union; strike lost
- Union leadership English and white; no representation of majority of non-white members. Is this a problem of race or ideas?

None of our people are leaders in the union.
Don't blame us! You guys never come to meetings
What a waste of time! a bunch of pompous windbags giving boring speeches.

How can we win a good contract when all your buddies are just dying to get our jobs for peanuts?
Why don't you stay in the kitchen where you belong and leave the jobs to the men?

- Worker during strike period picked on for ethnic background. No support; he picks on women in the local
- High school dance; white males afraid of parents' disapproval if they dance with black females
- Job ghettos in plant; workers grouped according to ethnic background; non-white workers given more desirable jobs; can't break wall of discrimination

Help participants to categorize issues and stories. To avoid the kind of fragmented discussion that can occur around the wide array of material generated by such an activity, the teacher, along with participants, should attempt to organize it. Here are some suggestions:

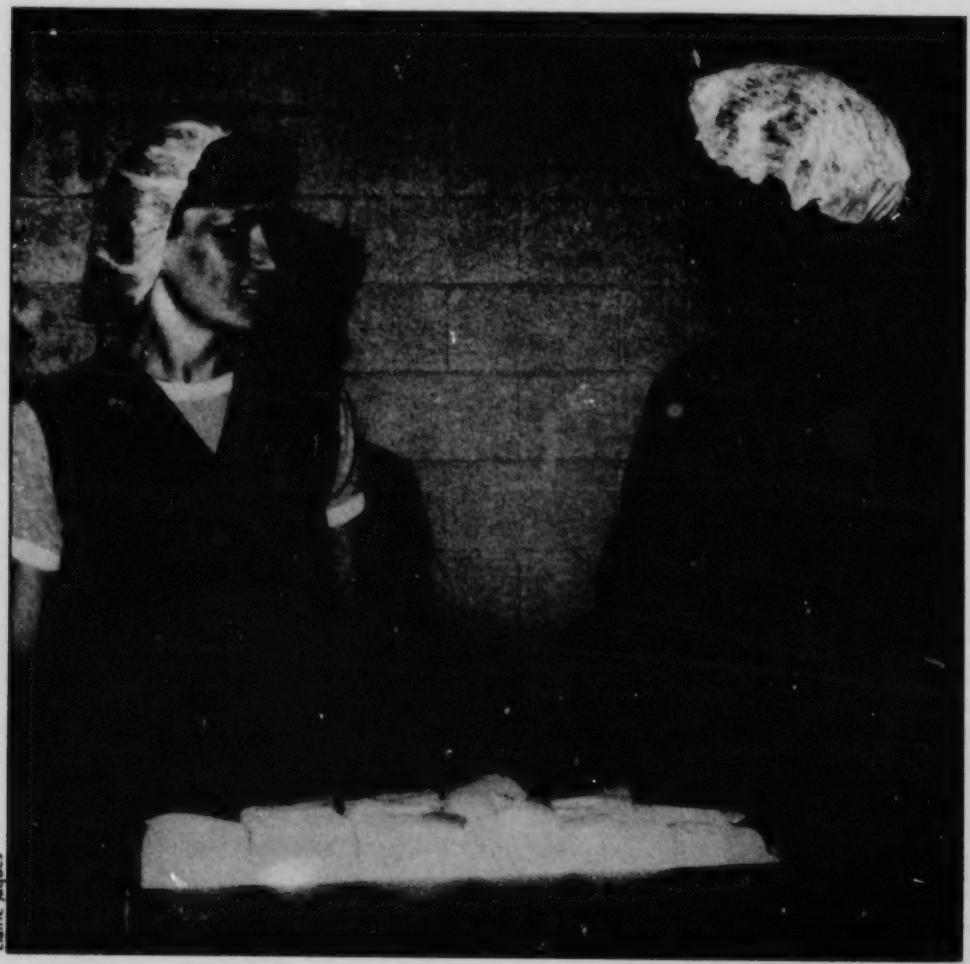
- Look for stories that the group recognizes as common and star them.
- Begin to identify issues and stories as tensions between *individuals*, as resulting from *union* practices, or as *employer* and workplace structure issues. Write the initials I, U, E beside them respectively. Discuss the seriousness of the latter and the intention to examine this more fully in Session 3: The Employer's Connection to Racism in the Workplace.
- Note and discuss other approaches people might take to some of these issues and stories.
- Indicate that you will write up the material they have generated under the three headings of the guide sheet, for distribution and discussion the following week.

Assignment Give out the sheet, "Meanings of Important Words," and suggest they read it before next week.

Return participants' attention to the journal sheet. Ask that they write a note on something that happens in their workplace, or bring in a newspaper clipping to share with the group at the following session. Encourage questions and comments.

A reminder of the considerable material they have generated from their own knowledge and experience would not be out of order.

Elaine Jaques



Elaine Jaques

2 ANALYZING RACIAL SITUATIONS IN THE WORKPLACE

Student Materials

Summary of issues and stories from Session 1 (prepared by the teacher)
Overcoming Divisions in the Union: A Case Study
Economic Decline and Discrimination in Employment (in *Readings Kit* only)
Klan Notice Posted in Toronto Plant: A Real Case Study
Ku Klux Klan in Violation of Canadian Law (in *Readings Kit* only)
The Rise and Fall of the Ku Klux Klan (in *Readings Kit* only)

Teaching Aids and Equipment

film, *Emigrante*
film projector, screen
flipchart, markers, masking tape

OBJECTIVES

The objectives for this session are:

- to examine the dynamics and factors that contribute to situations of racial tension and harassment
- to encourage participants to continue to identify racial situations and to explore their own reactions to them
- to explore our involvement with racist attitudes as members of an ethnically-stratified, prejudiced society
- to illustrate the conceptual differences between "stereotyping," "prejudice," "discrimination" and "systemic racism"
- to examine the factors in society that contribute to prejudiced ideas about other peoples
- to identify and analyze areas for creative intervention in situations of racial tension and/or discrimination

PROGRAM
30 minutes

REVIEW OF SESSION 1

In this session, particularly, it is important for the teacher to take time to encourage participants to share their reactions to Session 1 as well as to share whatever items or ideas they may have gathered during the week.

20 minutes

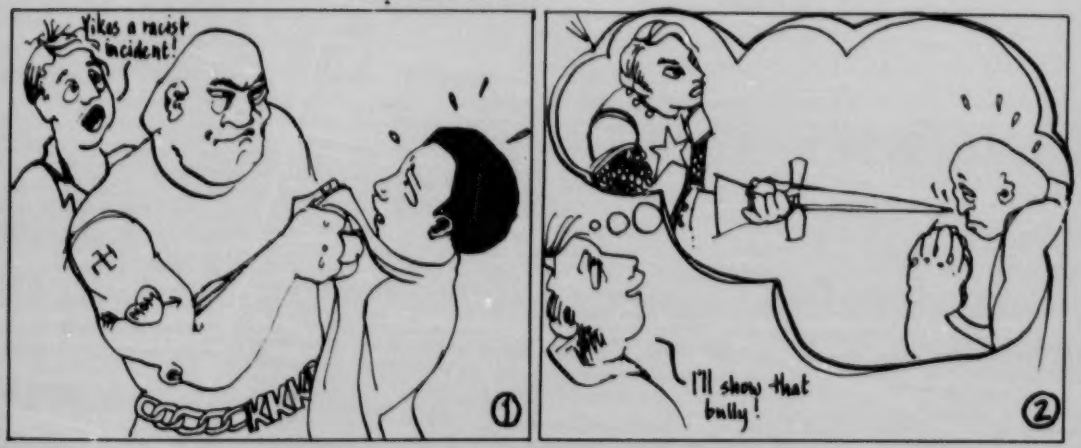
APPROACHES TO SOLVING RACE RELATIONS INCIDENTS

Hand out teacher-prepared "summary of issues and stories" from the ideas generated from Session 1 and read or ask participants to read aloud. Time should be allowed to think about these key questions:

- What are the common features of the stories where effective action followed?
- What are the common features of the stories where no effective action followed?

Discussion of these questions should encourage varied and honest responses and should address these themes:

- Identification of victim and victimizer, and appropriate responses to each



- The role of violence and people's attitudes towards it
- The need to confront situations as they happen with courage and forthrightness
- The need to pay attention to one's own fears as a potential intervener in situations of racial conflict. Emphasize that being afraid is not a weakness; it is a response to an unknown situation or an untried strength.

15 minutes

OVERCOMING DIVISIONS WITHIN THE UNION

Divide into small groups, taking care to ensure that groups are not composed of friends. (An easy way to accomplish this is to have people count off from 1 to 5, or 1 to 3, as they sit, and have all the ones, all the twos, etc. form a group. In this way, friends sitting next to each other will be separated.) Ask each group to consider the following sample case study of two groupings of workers within a union, on the verge of difficult contract negotiations. Have each group choose someone to report back to the large group.

Those guys dont know a union from a rice paddy
This union is not interested in our problems
Say Raj, why don't you and some of your buddies come to the meeting tonight?
Sure, we've had some talk from the boss! I think you'll find interesting!

CASE STUDY

Contract negotiations will soon begin for a union local that has been well-established for some time. While the union is generally strong in this Ontario plant, in recent years the company has hired a number of workers from India, who although they are members of the union, have not been active in union activities.

The newer Indian workers tend to stick to themselves. They mix very little with others in the plant. Generally they are doing the lower-paid, lower-skilled jobs. The English workers also tend to mix very little with the Indian workers. They are more frequently in the higher-paid, skilled jobs.

Most of the Indian workers have experienced some form of racial harassment in the plant. Incidents range from name-calling to threats. A few fear for their personal safety, and all feel that the English workers are hostile in some way to them. There are no Indian stewards or representatives on the executive of the local. Indeed, many of the older Canadian workers do not appear to like the Indian workers. To them, the Indians are clannish, unfriendly and ignorant about Canada and how a union works.

Active English union members fear that if negotiations break down, the Indian workers will not support a strike. There are rumours in the plant that the Indian workers have been approached by management and offered special assistance if they do not support the strike.

- What actions can English and Indian union members take to overcome this potentially explosive situation prior to the beginning of contract negotiations?

35 minutes

Ask participants to report-back from small groups and record suggested approaches and solutions. The discussion should encourage the view that *all* union members are potential active contributors to overcoming such problems. The discussion should address and, if possible, defeat the bias that would see only Anglo or older Canadian workers as agents for change. Other themes that could be explored after report-backs include:

- definition of racial harassment
  A useful definition, provided by the Canadian Human Rights Commission, asserts that harassment is:

  behaviour that is verbal or physical; repeated or single incident; deliberate and above all unwelcome. Behaviour becomes harassment when it affects job performance, humiliates, insults or degrades, and/or can be reasonably perceived as a term of condition of employment.

  Harassment is an expression of power.

  (Source: Canadian Human Rights Commission, *Human Rights and Trade Unions*, 1982.)
- effect of harassment on the lives of Indian workers
- location of racial discrimination evident here:
  — between individual workers
  — within the union
  — in employer practices
- summary of the most effective action ideas and the methods for their implementation

Break **15 minutes**

FOUR FORMS OF RACISM

30 minutes

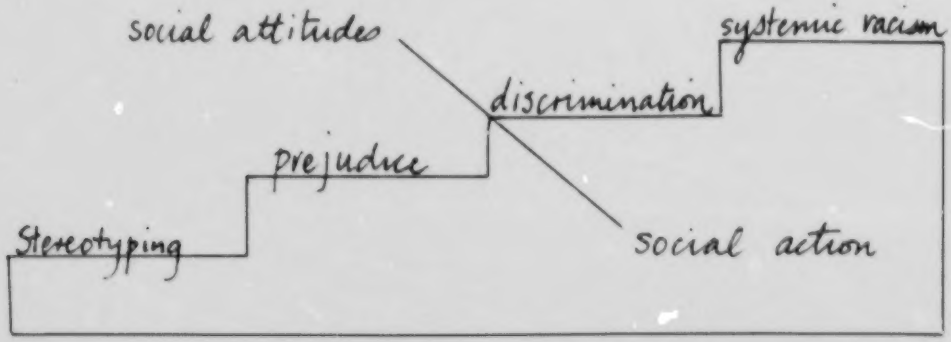
Ask participants to take a break from active discussion and listen to a brief account of the four main forms of racism. Encourage them to take notes on what follows. Lead partici-

pants through an account of stereotyping that draws on familiar static images of groups of people. If this method appears cumbersome or inappropriate, a more traditional lecture presentation of the four forms of racism would be fine.

Draw a series of squares on the blackboard or flipchart. Then without a word, print the names of a heavily stereotyped social group inside each box. For example:

Place a plus (+) mark in the box for groups who are associated with positive stereotypes; a minus (–) for the opposite. Ask participants if they see the logic of what is taking place. A participant may want to approach the boxes and name his or her own group and give them a plus or minus.

In this way, the group develops the notion of "stereotyping." After it is clearly explained, a formal definition may be given (see box). Draw a four-part staircase and indicate that the group is starting to identify the four main forms of racism. Place stereotyping on the bottom step. Step 2 is prejudice. A short discussion of prejudice should take note of its universal characteristics (see box).



Draw a line through the middle of the stairs as in the diagram to distinguish between two rather common and often less harmful forms of racism, and the two forms that will follow. As well, it is important to note that the first two forms of racism – stereotyping and prejudice – involve *attitudes*. The two to follow – discrimination and systemic racism – require social, political and economic power.

Mark "discrimination" and "systemic racism" on the chart and define them (see box). Consider the logic and interconnectedness of these steps. Discussion at this point could focus on the following:

- Workers ordinarily as individuals do not go beyond Steps 1 and 2 in their own practice
- Ordinarily it is government or powerful employers who have sufficient social power to effect Steps 3 and 4
- Find examples of all four forms of racism in the case study just examined. For example:

Stereotypes — Indian workers are clannish, know little about unions
— Anglo workers are all hostile to Indian workers

Prejudice — negative judgment by both groups about the other, and a desire to stay away from each other

Discrimination — racial harassment of Indian workers
— social segregation of the two groups in the workplace
— restricted access of Indian union members to union involvement and positions within union

Systemic Racism — segregation by employer of Indian workers into lower-paid, lower-skilled jobs
— attempts by employer to exploit tension by coercing Indian unionists to oppose strike
— absence of Indian union members in steward and union executive positions

Clearly, there is some overlap in the categories of discrimination and systemic racism. However, discrimination can mean both individual and societal practices which exclude and demean. Systemic racism refers to the pervasive structures and practices that exclude groups on the basis of ethnicity, and that make individual acts of discrimination acceptable.

MEANINGS OF IMPORTANT WORDS

1. STEREOTYPE
The word comes from the process of making metal plates for printing, and means a "set image." When applied to people, the word means an "instant or fixed picture" of a group of people. For example, there is a stereotype in North America that Polish people are

below average intelligence. Although research shows that intelligence does not vary between cultural groups, many North Americans persist in holding a stereotype that is very harmful to Polish people.

Other statements are more difficult to recognize as stereotypes. "Teenagers are irresponsible." "Indians are drunks." "Teachers are unfair." Are these stereotypes? Many stereotypes have a grain of truth. For example, teenagers as they grow older are given additional responsibilities which they sometimes do not want, or have trouble handling. Native Indians, because of the destruction of their culture and means of living, as a group have a rate of alcoholism higher than any other ethnic group. But we do not always take these reasons into consideration and often make exaggerated statements – stereotypes.

2. PREJUDICE

Prejudice means literally to "pre-judge." It is a state of mind in one person or group about another, tending to cast the other in an inferior light, despite the absence of legitimate evidence. In this case "legitimate" means scientifically proven. In other words, prejudice is irrational.

Although these negative attitudes are irrational and based on misinformation, they become a way to justify mistreatment of groups of people. They become "socially acceptable." The negative attitudes then become recycled through the society as a form of education. In this way, for example, misinformation about people of colour becomes a part of everyone's ordinary assumptions.

3. DISCRIMINATION

Discrimination is an *action* or *behaviour* based on prejudiced feelings. Discriminatory behaviour attaches importance to physical differences between people and accords unfavourable treatment to people based on such feelings. Discrimination can be directed towards people who are perceived as part of a different

group – women, handicapped people, people from different ethnic backgrounds – and has the effect of excluding or restricting their access to housing, jobs, education or participation in an organization. Discrimination can take the form of unfavourable treatment of one individual by another, or the exclusion or restriction of one group by another. It is important to remember that to discriminate, a group must have social, economic and/or political power over another group.

4. RACISM

Like sexism, racism is a form of discrimination. It is prejudice, plus the back-up of institutional power, used to the advantage of one ethnic group and to the disadvantage of other ethnic groups. The critical concept differentiating any form of discrimination including racism, from prejudice, is the "back-up of institutional power." Racism is any action or institutional practice – backed by institutional power – that subordinates people because of their colour or ethnicity. There are some extreme forms of this kind of discrimination:

Segregation means to separate or isolate certain members of a group from the main part of that group – in other words, to keep certain people apart from the rest of the society because of their religion, skin colour or other differences from the dominant group. Native people have been victims of this form of systemic racism in many countries. During the Second World War, Japanese Canadians suffered such discrimination.

Expulsion is one step further because it means that certain members of a group are driven out of society. Again, this was a feature of Japanese Canadians' experiences during the Second World War. Segregation and expulsion are part of the system of race relations in South Africa today.

Extermination is the killing of a whole group. A Canadian example is the extermination of the Beothuk Indians of Newfoundland.

30 minutes

Show the film, *Emigrante*. It provides a summary of many of the main issues and problems posed thus far in the course. It is short enough (10 minutes) to allow for discussion afterwards and sufficiently graphic that it can be used to pose further problems.

Prepare participants for the film by asking them to look for examples of the four forms of racism examined in this session. Discussion of the film should address the following:

- What examples of stereotypes and prejudice are apparent in the film?
- What experiences with discrimination and specifically with racial harassment are mentioned in the film?
- What evidence of systemic racism appears in the film?
- What connections between systemic racism and stereotypes and prejudice does the film suggest?

Assignment

Hand out and read aloud the case study, "Klan Notice Posted in Toronto Plant," with the assignment question. Indicate that this is a summary of a real case based on three separate descriptions of the situation, including two newspaper accounts. Distribute the two short articles on the Klan as background reading for the case.

Distribute the document from the Metro Toronto Social Planning Council, "Economic Decline and Discrimination in Employment." It will act as a resource for workers for later needs.

KLAN NOTICE POSTED IN TORONTO PLANT

A REAL CASE STUDY

For over six weeks in the winter of 1981, the management of a metal plant in Toronto allowed a Ku Klux Klan notice to be posted in their factory during a union organizing campaign led largely by non-white employees.

The union seeking bargaining rights at the company says the anti-blacks leaflet was allowed to remain as part of a company ploy to scare black workers away from the union.

"The union isn't allowed to post anything, and if somebody put up anything pro-union it would be taken down," said the president of the Union.

"We don't know who put that racist stuff up on the board, but we sure know who isn't taking it down. It's a company bulletin board – the union doesn't have one yet."

However, the president of the company said that "management had nothing to do with the bulletin." He said that the employees in favour of the union and those opposed to it have been "putting up some pretty erratic stuff on the board," and that management decided not to interfere in the propaganda war.

The Union president said two employees asked him if they should tear it down, but "I advised them not to – it could work against the union if pro-union people got caught even touching the board."

He further said he has been trying for the past three months to organize the plant. He said that 19 people work at the plant, including nine East Indians, two Filipinos and one black. Seven employees had been laid off in recent weeks and all but one had been in favour of the union. He said, "The company is simply out to break us."

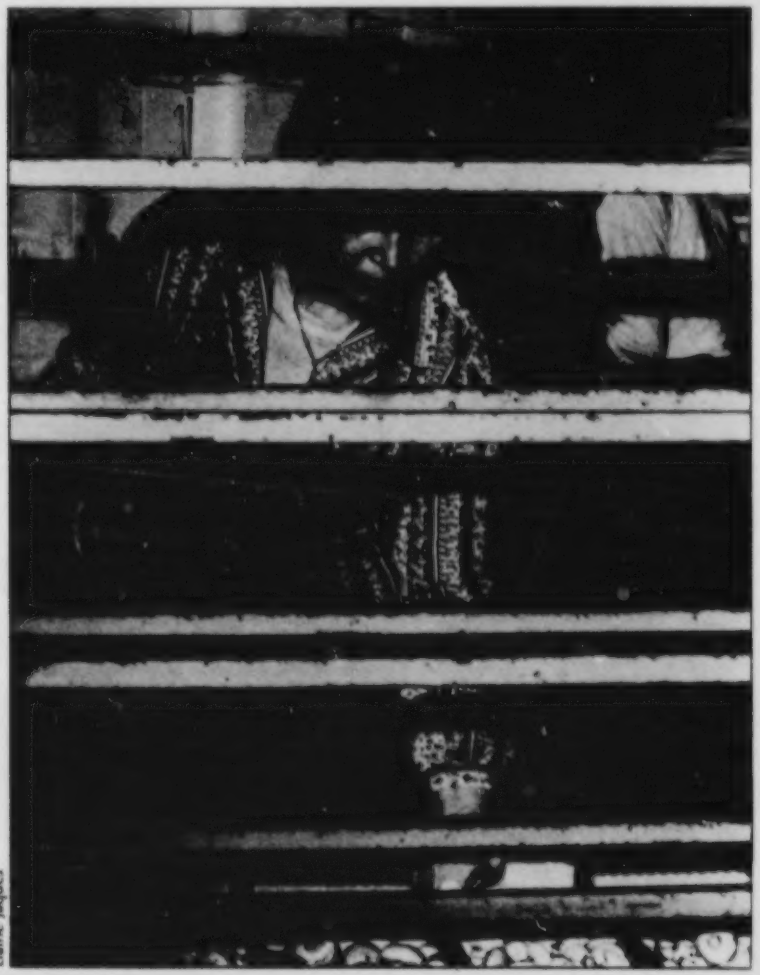
However, the company president said the company was forced to lay off the workers because of a slow-down in business. He said that the layoffs were based on seniority.

The KKK bulletin discusses the Klan's recruitment efforts in British Columbia. It says that "a few dedicated soldiers of the white race stood forth as strong Klan leaders, and there emerged a small but dedicated den in B.C." The bulletin boasts of the Klan's successful drive "to educate the white masses on the racial front."

A staff-inspector of the police said that "unfortunately there is nothing we can do as long as it is not hate literature." The inspector is a member of the Mayor's Committee on Community, Race and Ethnic Relations.

- What action should the union take on this issue?

United Steelworkers of America



Elaine Jaques

3 THE EMPLOYER'S CONNECTION TO RACISM

Student Materials

Ku Klux Klan in Violation of Canadian Law (in *Readings Kit* only – given out previous week)
The Rise and Fall of the Ku Klux Klan (in *Readings Kit* only – given out previous week)
Klan Notice Posted in Toronto Plant: A Real Case Study (given out previous week)
Some Strategies for Unions to Combat Racism

Teaching Aids and Equipment

flipchart, markers, masking tape

OBJECTIVES

The objectives for this session are:

- to clarify further the forms and arenas of racism in the workplace
- to examine how different business conditions shape various forms of racism in the workplace
- to explore how unions can resist employer-practised racism
- to examine the role of racist organizations such as the Ku Klux Klan in promoting and organizing anti-union, racist actions

PROGRAM

20 minutes

REVIEW OF SESSION 2

The first two sessions have mentioned the three main arenas of workplace racism: interpersonal, intra-union and employer/government/society-at-large. In reviewing the first sessions, it is important to offer participants further opportunities to discuss their reactions and recent experiences

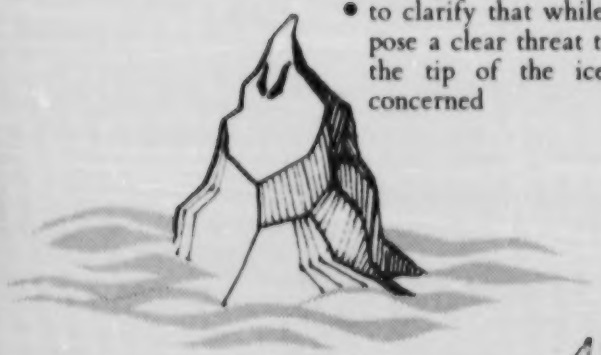
in light of these different arenas and in view of the four forms of racism discussed in Session 2 (stereotyping, prejudice, discrimination, systemic racism). These concepts should be clarified as needed in order to give participants practice in talking clearly and analytically about them. Make time for discussion of any journal sheet items people bring in.

FORMS AND ARENAS OF RACISM IN THE WORKPLACE

20 minutes

Discuss in the large group the assignment readings, "Ku Klux Klan in Violation of Canadian Law" and "The Rise and Fall of the Ku Klux Klan," clarifying information and opinions presented in the articles. The reasons for looking at the issue of the KKK here are:

- to continue to develop an analysis of the effects of systemic racism on the union's ability to mobilize its strength. In this case we are looking at the role of racism in obstructing an organizing drive, rather than as a divisive force in an existing local
- to emphasize the importance of union action when human rights legislation and its application are inadequate
- to clarify that while racist organizations like the Klan pose a clear threat to minority workers, they are only the tip of the iceberg where systemic racism is concerned



'the tip of the iceberg'

15 minutes

Encourage and record participant response to assignment question on how the union should deal with the case study of the Klan notice posted in the Toronto plant.

Sample Ideas From Participants

- Take the notice down
- Educate all workers in the plant about the Klan and what it stands for; also point out the danger to the organizing drive
- Lodge a complaint with the Ontario Human Rights Commission
- Insist that management take the notice down
- Post educational material on the Klan beside the Klan notice

Background and Current Status of Case*

The union reported the posting to the press and an article appeared in a Toronto newspaper in March of 1981. The Ontario Human Rights Commission contacted the union later the same morning, urging them to make a formal complaint, which they did. The Commission assured the union that it would get attention immediately, and that if there was no satisfactory resolution, it would come before the commissioners at the end of the month. The following is a chronological background to this case:

- Commission representative assigned to the case and two members of a Mayor's Committee on Community, Race and Ethnic Relations arranged a meeting with management and workers
  - — the union was not informed of this meeting
  - — no investigation of the KKK incident was undertaken by the meeting
- Company removed the notice from the bulletin board. No mention was made of damages or penalty
- Union and workers met to decide on remedy. They agreed to:
  - — file statements with Commission on how workers were affected by notice
  - — request that the Minister of Labour give consent to prosecute the company. If permission were granted, then the Commission could proceed. If the Commission did not prosecute, then the union wanted permission to prosecute.
- The investigation proceeded slowly. On July 16, the Commission wrote to say they were closing the file and would not appoint a board of inquiry to investigate further. No damages were awarded or penalty imposed.

Commission reasoned that:
  — company had removed notice
  — no real evidence of company's complicity with posting
- Commission turned down request by union that it present complaint before commissioners
- on August 14, the union met with Commission staff. The Director of Complaints said the main problem was that no one had asked the company to take the notice down. If the company had refused, it would then be responsible. No consideration was given of the importance of the posting in the unionizing drive
- There is no appeal procedure except to ask the Commission to review their decision. The union decided this would be a waste of time
- Union raised incident as part of a brief by the Confederation of Canadian Unions to the Select Committee of the Ontario Legislature Studying Changes to Ontario Human Rights Code. Suggested changes included:
  — more effective penalty system and less reliance on conciliation. An apology and promise not to breach code again is not enough
  — employer has responsibility to maintain discrimination-free workplace
  — procedures to process complaints faster

*Our thanks to Peter Dorfman, Canadian Union of Industrial Employees, for providing us with this background.

30 minutes

Outline the steps the union actually took after recording participants' suggestions about how the union might handle this case. Issues for discussion include:

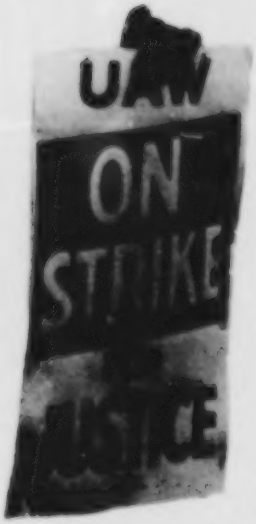
- effects of such a notice on workers in plant

- possible effects of the posting on the organizing drive
- responsibility of management for the notice posting
- evidence of other tactics to prevent the union organizing
- actions the union could take to oppose such expressions of racism, and to resist its use to obstruct organizing
- social, economic and political conditions that tolerate the functioning of organizations like the Klan

Break 15 minutes

USE OF ETHNIC DIFFERENCES TO WEAKEN UNION ORGANIZATION

20 minutes



This exercise, done with the small group report-back format, asks the participants to split up into three or four "make-believe employer councils." (By employer councils, we mean an association of employers in the same industry who have come together to further their common interests.)

Ask each group to pretend that they are a representative to a fictitious employer council and to discuss how they will use ethnic differences to weaken new or existing union organizations in their businesses. (For these purposes, it matters little whether in real life such actions are intentional or not. What matters is the effect of such actions.)

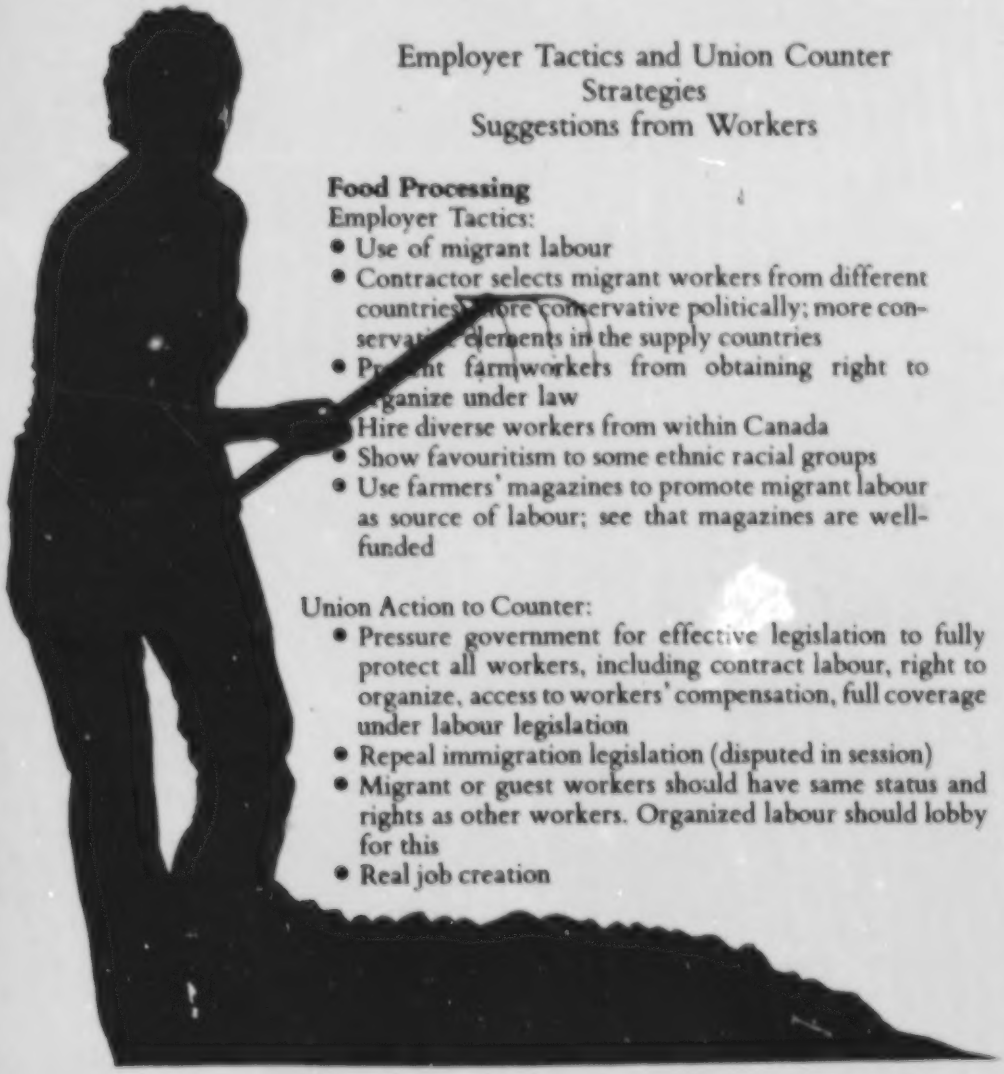
Choose from among the following industries or use other examples that are more appropriate to the work experience of participants.

- farming/food processing
- heavy industry
- textile industry
- service sector
- light assembly

Provide some examples of each industry (e.g., a sweater mill for the textile group, hospital or bank for service group) and some sample considerations that the employer council may have in mind as they meet. Circulate during the small group discussions to act as a consultant to the employer councils.

40 minutes

Ask total group to reassemble for report-back. Councils will want to outline the strategies they came up with for weakening the union organization in their industry through the exploitation of ethnic differences. Record their ideas carefully under industry headings. Make a common list of counter strategies that unions or labour councils might organize to combat divisive employer actions. The ideas listed below offer a sample of both presentations.



Employer Tactics and Union Counter Strategies
Suggestions from Workers

Food Processing

Employer Tactics:

- Use of migrant labour
- Contractor selects migrant workers from different countries; more conservative politically; more conservative elements in the supply countries
- Prevent farmworkers from obtaining right to organize under law
- Hire diverse workers from within Canada
- Show favouritism to some ethnic racial groups
- Use farmers' magazines to promote migrant labour as source of labour; see that magazines are well-funded

Union Action to Counter:

- Pressure government for effective legislation to fully protect all workers, including contract labour, right to organize, access to workers' compensation, full coverage under labour legislation
- Repeal immigration legislation (disputed in session)
- Migrant or guest workers should have same status and rights as other workers. Organized labour should lobby for this
- Real job creation

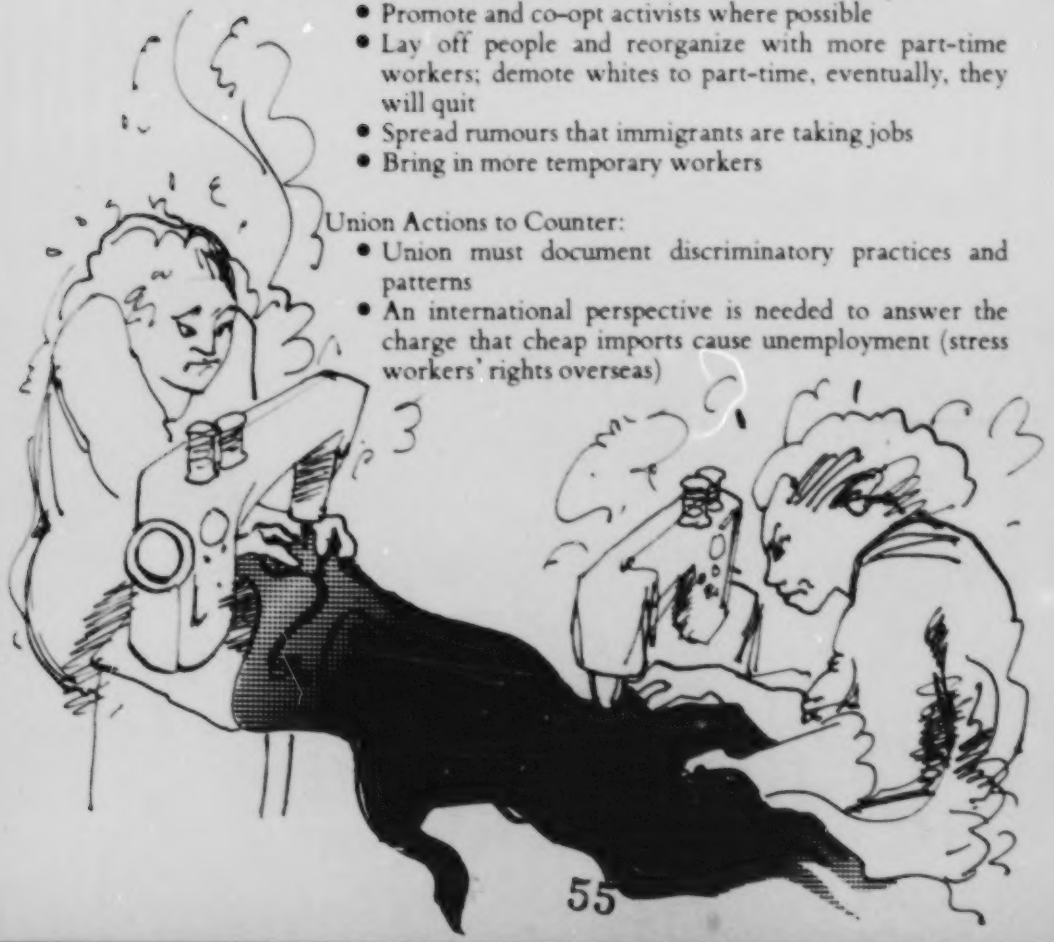
Textile Industry

Employer Tactics:

- Favour non-whites to keep on management's side
- Squeeze union sympathizers with threat of deportation
- Hire certain immigrant groups; have "first-time" workers in Canada as a target hiring group
- Favour anti-union workers with increased days off
- Promote and co-opt activists where possible
- Lay off people and reorganize with more part-time workers; demote whites to part-time, eventually, they will quit
- Spread rumours that immigrants are taking jobs
- Bring in more temporary workers

Union Actions to Counter:

- Union must document discriminatory practices and patterns
- An international perspective is needed to answer the charge that cheap imports cause unemployment (stress workers' rights overseas)



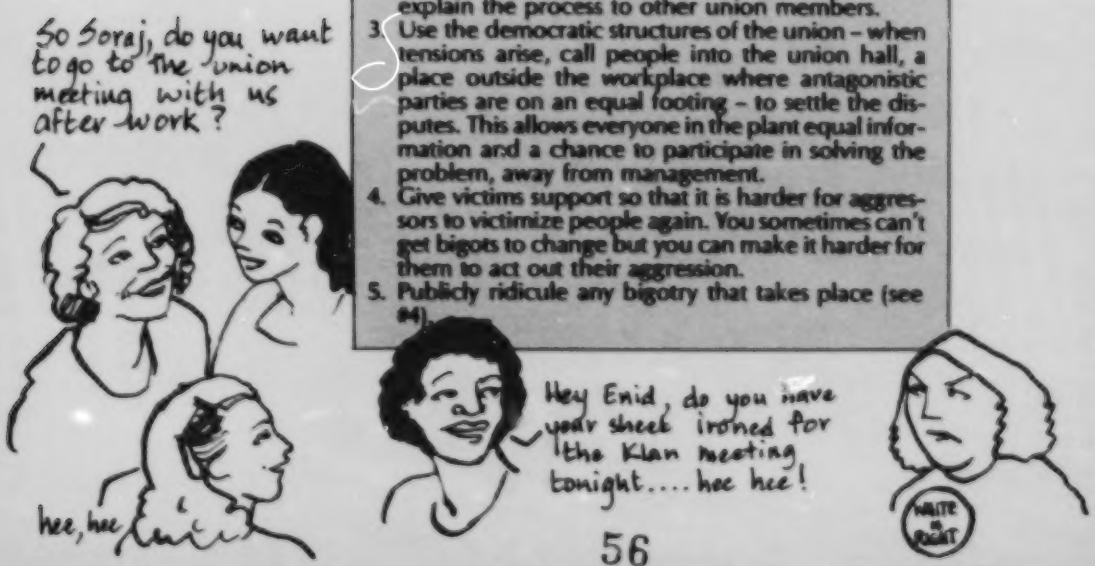
UNION STRATEGIES FOR COMBATTING RACISM

The teacher should now summarize and record some of the strategies that have been proposed thus far. Sessions 8 and 9 will address union action in much greater detail. There may be other approaches that have emerged in Sessions 1 and 2 that could be incorporated here, but if time is brief, refer participants to their notes from these sessions.

Distribute "Some Strategies for Unions to Combat Racism." This is a short listing of ideas contributed by Peter Dorfman in a similar session run with workers. These may be added to the points participants have already suggested.

SOME STRATEGIES FOR UNIONS TO COMBAT RACISM

1. Make sure that the bargaining committee reflects the composition of the work force. This encourages all of the workers to relate to the negotiations process.
2. Workers with experience in bargaining should explain the process to other union members.
3. Use the democratic structures of the union – when tensions arise, call people into the union hall, a place outside the workplace where antagonistic parties are on an equal footing – to settle the disputes. This allows everyone in the plant equal information and a chance to participate in solving the problem, away from management.
4. Give victims support so that it is harder for aggressors to victimize people again. You sometimes can't get bigots to change but you can make it harder for them to act out their aggression.
5. Publicly ridicule any bigotry that takes place (see #4).


So Soraj, do you want to go to the union meeting with us after work?
hee, hee
Hey Enid, do you have your sheet ironed for the Klan meeting tonight.... hee hee!
HATE IS RIGHT

6. Eliminate physical circumstances that can promote tensions – for example, small change rooms, lunch rooms, places where people are forced to be too close together. If these can't be changed or eliminated, assign people places and times to change.
7. The union should take the leadership in recognizing problems or tensions and provide the model for action – don't wait for the situation to reach crisis proportions.
8. Examine contracts for language and clauses that will protect the rights of all workers. (This issue will be addressed in more detail in Session 8.)
9. Don't be afraid to force the company to use the discipline procedure when the case is clear. Management is responsible for the "climate" of the plant. Indeed, this is a developing area of law. In many cases workers may prefer that racism be an issue of discipline that is treated just as seriously as insubordination.
10. The union should negotiate through their contract for the assignment of temporary jobs and better work positions to eliminate the discretionary power of foremen. Broad discretionary powers here leave too much room for expressions of racism.
11. Many production systems in a factory encourage racism by obliging workers to view each other in a competitive light. Piecework is an obvious example. Workers routinely refer to Filipinos as "super fast," West Indians as "slow," and so on. Where piecework cannot be eliminated, the union should address such issues as: the way the work is distributed, who records the work for payment, the effects of industrial disease on output and the bosses' right to adjust work times.

Elaine Jaques

4 CANADIAN IMMIGRATION HISTORY: THE WORKERS' EXPERIENCE

Student Materials

Major Migrations of Ethnic Groups to Canada
Population by Ethnic Group, Canada and Provinces, 1971
Selected Mother Tongues, 1981
Japanese Canadians (in *Readings Kit* only)
Book Review of *Within the Barbed Wire Fence: A Japanese Man's Account of His Internment in Canada* (in *Readings Kit* only)

Suggested Readings for Teacher

History of Immigration Laws and Policy (in *Readings Kit* only)

Avery, Donald. *"Dangerous Foreigners": European Immigrant Workers and Labour Radicalism in Canada, 1896–1932*. Toronto: McClelland and Stewart, 1971.

Lipton, Charles. *The Trade Union Movement in Canada*. Toronto: N.C. Press, 1973.

Montero, Gloria. *The Immigrants*. Toronto: James Lorimer, 1977.

Ontario Ministry of Citizenship and Culture. *Ontario Ethnocultural Profiles*. Toronto.

Scott, Jack. *Yankee Unions Go Home!* Vancouver: New Star Books, 1978.

Teaching Aids and Equipment

film, *Enemy Alien*
film projector, screen
flipchart, markers, masking tape
clothesline, clothespins
cards with dates
cards with names of major ethnic groups

OBJECTIVES In this session participants are encouraged to become acquainted with some of the larger historical and economic forces that have shaped the experience of Canadian immigrant workers, in the past and today. In so doing, it is important to stress that Canadian workers from *all* the cultures of Canada have participated in her economic development and contributed to the building of the Canadian union movement. This is so historically as it is for the present. This course must challenge the bias that would see only dominant group workers as participants in Canada's economy and in the development of strong workers' organizations.

At the same time, the teacher must be aware that the history of Canadian trade unions in resisting racism is somewhat uneven. While there are inspiring examples, such as the efforts of the Jewish Labour Committee in the 1930s and the drive by labour in the 1950s for human rights legislation, there is also evidence of labour succumbing to racist explanations of the economy. The exclusion of Eastern European and coloured workers from the American-based trade union movement at the time of Gompers, or the involvement of trade unionists in racial riots against Asians in Vancouver in 1907 are shameful examples.

The teacher is encouraged to learn more about this history by reading relevant sections of Charles Lipton's *The Trade Union Movement in Canada 1827–1959*, and, for more recent first-hand accounts, Gloria Montero's compilation of immigrants' own stories, *The Immigrants*.

The session seeks, as well, to provide an opportunity for participants to locate their own family's history in the movement of peoples to Canada. By the end of the session, participants should possess not only an overview of the major events in Canadian immigration history, but also an understanding of how certain stereotypes and cases of discrimination are related to that history.

Specifically, the objectives for this session are:

- to become familiar with the sources and dates and major work roles of different movements of people to Canada
- to become aware of some of the larger historical and economic forces shaping Canadian workers' experiences
- to be alert to the role played by immigrant workers in the development of the Canadian labour movement
- to locate participants' own family histories in the movements of people to Canada
- to understand more clearly the presence of systemic racism in Canadian history

PROGRAM

REVIEW OF SESSION 3

15 minutes

In using the participants' journals to debrief the previous week's session, this movement of the course from interpersonal, autobiographical dimensions to the larger historical issues should be explicitly acknowledged. Participants should realize that only by locating racism in the history of the country as well as in the history of their own lives, can they move towards the levels of understanding necessary to accomplish effective anti-racist strategies and policies.

THE ROLE OF HISTORY

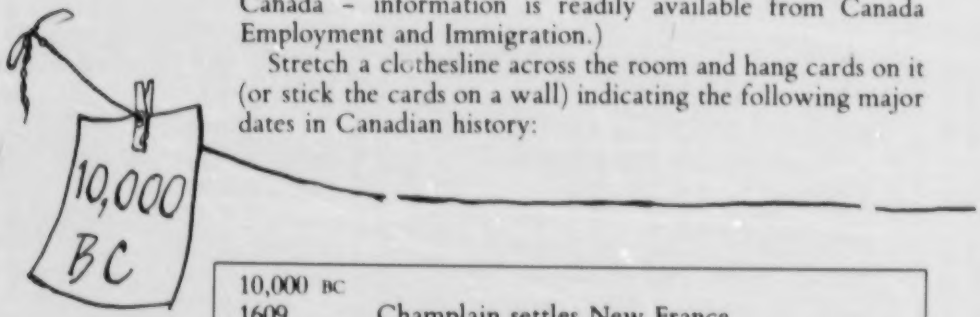
Previous sessions have examined various aspects of racism in the workplace. This session will enlarge the focus of attention to workers who arrived in Canada in the past and look at their struggles to establish an equal place in Canadian society.

15 minutes

Ask participants to divide into two groups, each of which is given the same set of cards of major ethnic groups in Canada. The list of groups should include: native peoples; French; British loyalists from the United States; Germans; Irish; blacks from the United States; Mennonites; Chinese, Jews; Ukrainians; Poles; Italians; Hungarians; West Indians;

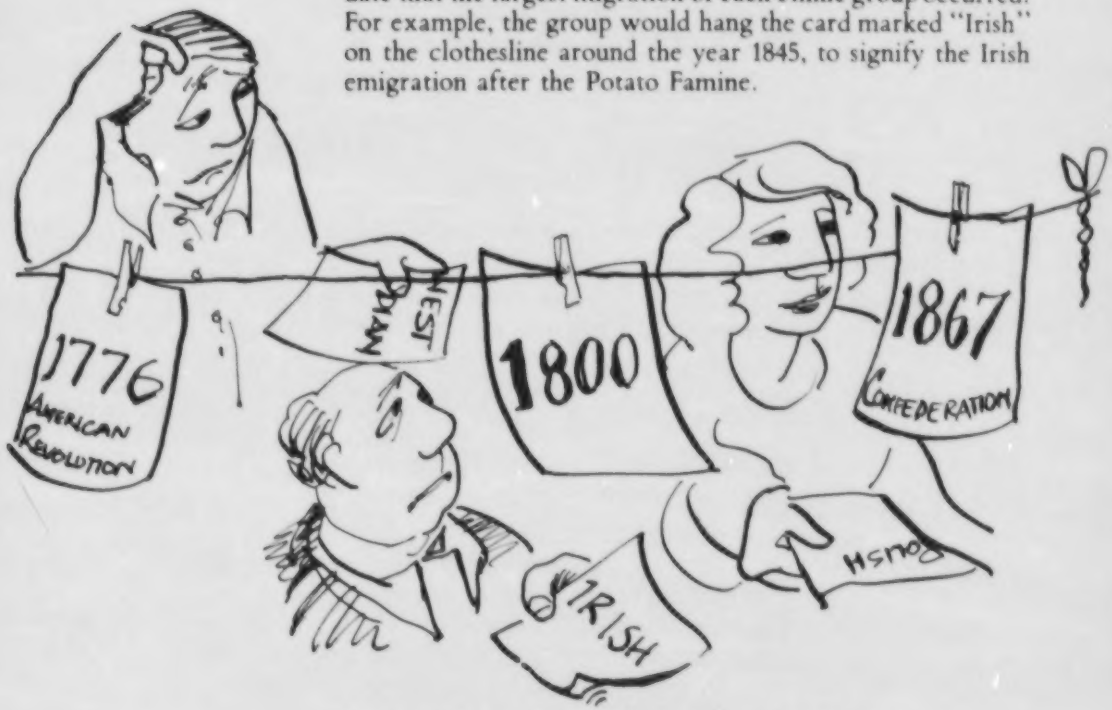
Vietnamese; Latin Americans; Portuguese; South Asians; Japanese; English and Scots from the United Kingdom; plus the name of any ethnic group represented among the participants that is *not* listed above. (For this group, the teacher should look up the approximate date of the group's major migration to Canada – information is readily available from Canada Employment and Immigration.)

Stretch a clothesline across the room and hang cards on it (or stick the cards on a wall) indicating the following major dates in Canadian history:



10,000 BC	
1609	Champlain settles New France
1763	British defeat French in battle for supremacy of North America
1776	American Revolution
1800	
1867	Confederation
1885	Completion, Canadian Pacific Railway
1900	
1918	End, World War I
1929–1939	Great Depression
1945	End, World War II
1950s	
1960s	
1967	New Immigration Act in Canada
1970s	
1980s	

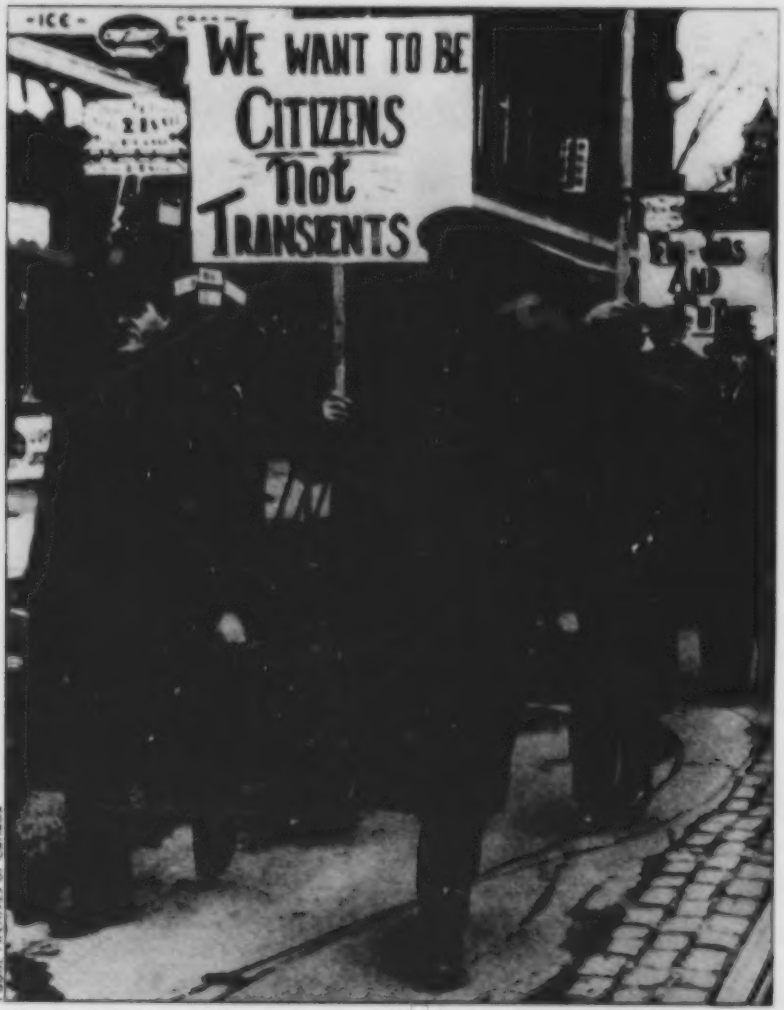
Ask each group to locate on the clothesline with clothespins (or stick cards to the wall with masking tape) the approximate date that the largest migration of each ethnic group occurred. For example, the group would hang the card marked "Irish" on the clothesline around the year 1845, to signify the Irish emigration after the Potato Famine.



15 minutes

Allow each group the opportunity to pin up their sequence for major migrations and discuss among themselves who came when and why.

Distribute the chart of "Major Migrations of Ethnic Groups to Canada." Participants should be given time to read the chronology together, and to correct the sequence of cards.



Public Archives of Canada

March on Bathurst Street, Toronto, 1930's

MAJOR MIGRATIONS OF ETHNIC GROUPS TO CANADA

GROUP	DATE	MAJOR TYPE OF LABOUR
Native Peoples	pre-1600, stretching back perhaps to 10,000 B.C.	all the labour of self-contained economies
French	1609-1755	fishing, farming, fur trading
Loyalists from U.S. including Mennonites, blacks, Germans, Scots, Quakers	1776-1783	farming
British — English and Scots	mid-1600s on 1815 due to 1815 due to poverty, surplus population Continue to arrive to the present day	farming skilled crafts
Germans and Scandinavians	1830s-1850s, poor crops, industrialization in Europe Again around 1900	farming mines, city jobs
Irish	1840s to escape famine	farming, logging, building canals in Upper Canada
Blacks from U.S.	1850s escaping slavery and civil war; settle mainly in Ontario	farming
Mennonites	1870s, 1880s free grants of land in West	farming
Chinese	1855 1880s — imported from Hong Kong and Canton	panning gold railway building, mines
Jews	1890s to pre-ww I escaping discrimination and poverty in Eastern Europe and Russia	farming, factory work, skilled trades

MAJOR MIGRATIONS OF ETHNIC GROUPS TO CANADA

GROUP	DATE	MAJOR TYPE OF LABOUR
Japanese	1890s to pre-ww I	logging, service employment in city, mines
East Indians	1890s to pre-ww I	logging, service employment, mines
	Again in 1970s	skilled trades, professions, farm work in B.C.
	1900-1910, race riots in Vancouver against Asians; harsh immigration laws excluding non-whites; head tax on Chinese	
Ukrainians	1890s to 1914 — encouraged to settle in prairies	farming
	Again in 1940s, 1950s	variety of jobs
Italians	pre-ww I	railway building,
	1950s	streetcar tracks and roads construction
	1919-1930s — severe immigration restrictions, preferred countries France, Britain, Germany, Holland, Switzerland, Scandinavia	
	1930-1945 — immigration almost nil	
Poles	1945-1950, after ww II	skilled trades, factory
Portuguese	1950s to 1960s	factory, construction, service

Hungarians	1956-1957 refugees	variety of jobs
West Indians	1950s	domestic work, nursing
	1967 on	factory, skilled trades, professionals, contract agricultural labour
Latin Americans	1970s, refugees from Chile, Argentina, and other countries; immigration from Equador, Columbia, etc.	professionals, factory and service work
Vietnamese	1978 on, refugees	variety of jobs, mostly in cities
Americans	mid-1700s on	variety of jobs
	1978, New Immigration Act, preceded by Green Paper Hearings in 1975. Curbs numbers of people and provides greater powers to deport	

30 minutes

PARTICIPANTS' FAMILIES' TIME OF ARRIVAL IN CANADA

Following a class exercise to post the correct sequence, ask participants to identify the time of arrival of their own family in Canada. This discussion provides an opportunity to share further immigrant experiences with each other. It will also serve to help participants understand better the relationship between their own lives and the history of Canada. It chal-

lenges, as well, the notion that everyone but the English and French are immigrants. A well-prepared teacher can expand on the discussion as it takes place to point out the political and economic forces behind the various movements of people.

Break **15 minutes**

THE ETHNIC COMPOSITION OF CANADA

30 minutes

Use the chart "Population by Ethnic Group to Canada and Provinces, 1971" to discuss the ethnic composition of Canada. (The 1981 figures were not available at the time of this publication.) A short discussion should accompany the handout of this material. In addition, participants can examine the chart "Selected Mothers Tongues, 1981."

POPULATION BY ETHNIC GROUP, CANADA AND PROVINCES, 1971

Ethnic Group	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon	N.W.T.
Population	21,568,310	522,100	111,640	788,960	634,555	6,027,765	7,703,105	988,250	926,245	1,627,875	2,184,620	18,385	34,805
British Isles	9,624,115	489,565	92,285	611,310	365,735	640,045	4,576,010	414,125	390,190	761,665	1,265,455	8,945	8,785
French	6,180,120	15,410	15,325	80,215	235,025	4,759,360	737,360	86,510	56,200	94,665	96,550	1,230	2,275
Austrian	42,120	80	5	250	150	2,500	15,765	3,200	3,845	6,310	9,845	110	60
Belgian	51,135	50	75	665	335	8,220	19,955	9,055	3,555	4,265	4,840	50	70
Chinese	118,815	610	25	935	575	11,905	39,325	3,430	4,605	12,905	44,315	85	115
Czech	57,840	35	20	540	110	4,420	25,765	3,715	4,200	10,320	8,560	70	85
Danish	75,725	170	135	1,055	1,675	2,630	19,075	4,120	5,220	20,120	21,205	155	160
East Indian	67,925	460	135	1,345	465	6,510	30,920	3,205	1,625	4,400	18,795	15	55
Indo Pakistani	52,100	310	130	1,165	340	5,000	22,445	1,855	1,250	3,215	16,355	15	25
Other	15,830	145	5	185	125	1,510	8,475	1,350	380	1,185	2,440	—	30
Inuit	17,550	1,085	—	20	5	3,795	790	130	75	135	210	90	11,400
Estonian	18,810	15	10	140	50	1,440	13,730	185	100	845	2,260	15	15
Finnish	59,215	45	—	235	145	1,865	38,515	1,450	1,725	3,590	11,510	95	35
German	1,317,200	2,375	955	40,910	8,410	53,870	475,320	123,065	180,095	231,005	198,315	1,555	1,330
Greek	124,475	100	—	1,220	335	42,870	67,025	2,095	900	3,250	6,615	25	35
Hungarian	131,890	105	20	755	365	12,570	65,695	5,405	13,825	16,240	16,600	195	115
Icelandic	27,905	5	10	160	55	365	2,680	13,070	3,095	2,620	5,745	40	55
Italian	730,820	495	105	3,770	1,380	169,655	463,095	10,445	2,865	24,805	53,795	160	250
Japanese	37,260	20	15	85	40	1,745	15,600	1,335	315	4,460	13,585	40	15
Jewish	296,945	360	60	2,535	1,030	115,990	135,195	20,010	2,195	7,320	12,175	35	30
Latvian	18,180	60	10	105	95	1,415	13,045	840	235	1,010	1,345	25	10
Lituanian	24,535	25	10	280	65	3,990	15,365	820	475	1,845	1,630	10	15
Native Indian	295,215	1,225	315	4,475	3,915	32,835	62,415	43,035	40,475	44,545	52,230	2,580	7,180
Black	34,445	70	—	5,850	550	5,225	18,200	1,070	360	1,400	1,660	30	30
Netherlander	425,945	665	1,245	14,845	5,365	12,590	206,940	35,300	19,040	58,565	70,535	515	340
Norwegian	179,290	745	90	1,980	1,410	3,820	20,590	8,960	36,160	51,305	53,245	485	505
Polish	316,425	280	110	3,260	690	23,970	144,115	42,705	26,910	44,325	29,545	245	270
Portuguese	96,875	340	15	475	195	16,555	63,145	3,815	275	2,385	9,635	25	20
Rumanian	27,375	10	5	240	90	2,320	9,255	1,375	5,550	4,670	3,765	70	25
Russian	64,475	40	10	245	105	4,060	12,580	4,040	10,030	10,235	22,995	70	65
Slovak	24,030	15	5	130	55	2,305	15,005	1,045	740	2,650	2,070	5	30
Spanish	27,515	110	25	640	310	10,825	10,330	640	210	1,305	3,070	20	30
Swedish	101,870	260	55	835	465	2,005	17,880	8,955	14,635	24,380	31,930	310	180
Syrian and Lebanese	26,665	405	205	2,005	1,135	8,235	10,540	945	595	1,805	785	5	5
Ukrainian	580,660	175	125	2,315	600	20,325	159,880	114,410	85,920	135,510	60,145	610	635
West Indian	28,025	60	—	400	70	5,050	19,360	1,055	180	885	775	10	5
Yugoslav	104,950	10	30	355	95	6,810	70,060	3,110	2,090	7,410	14,730	150	100
Other and Unknown	289,690	6,655	245	4,345	3,430	25,510	91,285	11,395	7,695	24,495	33,745	400	495

Source: Adapted from Department of Manpower and Immigration, 1972.

Since 1763, white, English-speaking immigrants have, on a yearly basis, always been the largest group coming into Canada. With the exception of migrations at the turn of the century, Third World peoples have entered Canada in significant numbers only since 1967. Their numbers are not, then, accurately reflected in the 1971 figures.

SELECTED MOTHER TONGUES 1981

	CANADA	ONTARIO
Total	24,343,180	8,625,105
(1) English (2)	14,918,445	6,678,770
(1) French (2)	6,249,095	475,605
Armenian	17,140	7,110
(1) Chinese Indo-Chinese (2)	265,645	101,845
Croatian, Serbian	87,870	62,270
Czech and Slovak	42,825	23,425
Finnish	33,380	23,155
(1) German (2)	522,895	174,545
Greek	122,560	65,400
(1) Italian (2)	538,775	338,580
(Hungarian)	83,720	46,120
(1) Netherlandic, Dutch and Frisian	393,470	85,160
Polish	127,560	73,790
Portuguese (2)	165,530	114,275
Russian	31,490	9,505
Scandinavian	67,725	14,085
Spanish	78,360	32,330
(1) Ukrainian	282,265	81,595
Vietnamese	38,105	9,110
Yiddish	32,760	15,085

(1) over 250,000 in Canada
(2) over 100,000 in Ontario
Source: Adapted from Statistics Canada by Toronto Mayor's Committee on Community and Race Relations, *A Manual for Trade Unions on Equal Employment* (Draft, Oct. 1982).

Dónde estaría usted sin nosotros?
I BUILT THIS COUNTRY
Et qu'est-ce que vous auriez fait sans nous?
Onde estaria sem nós?
Dove sareste senza di noi?

"Where would you be without us?"

JAPANESE CANADIANS: A CASE HISTORY

60 minutes

It is important that participants obtain a close, in-depth view of the experience of at least one group of immigrants to Canada. The case of the Japanese is significant because they were forcibly removed by the Canadian government from the west coast during World War II.

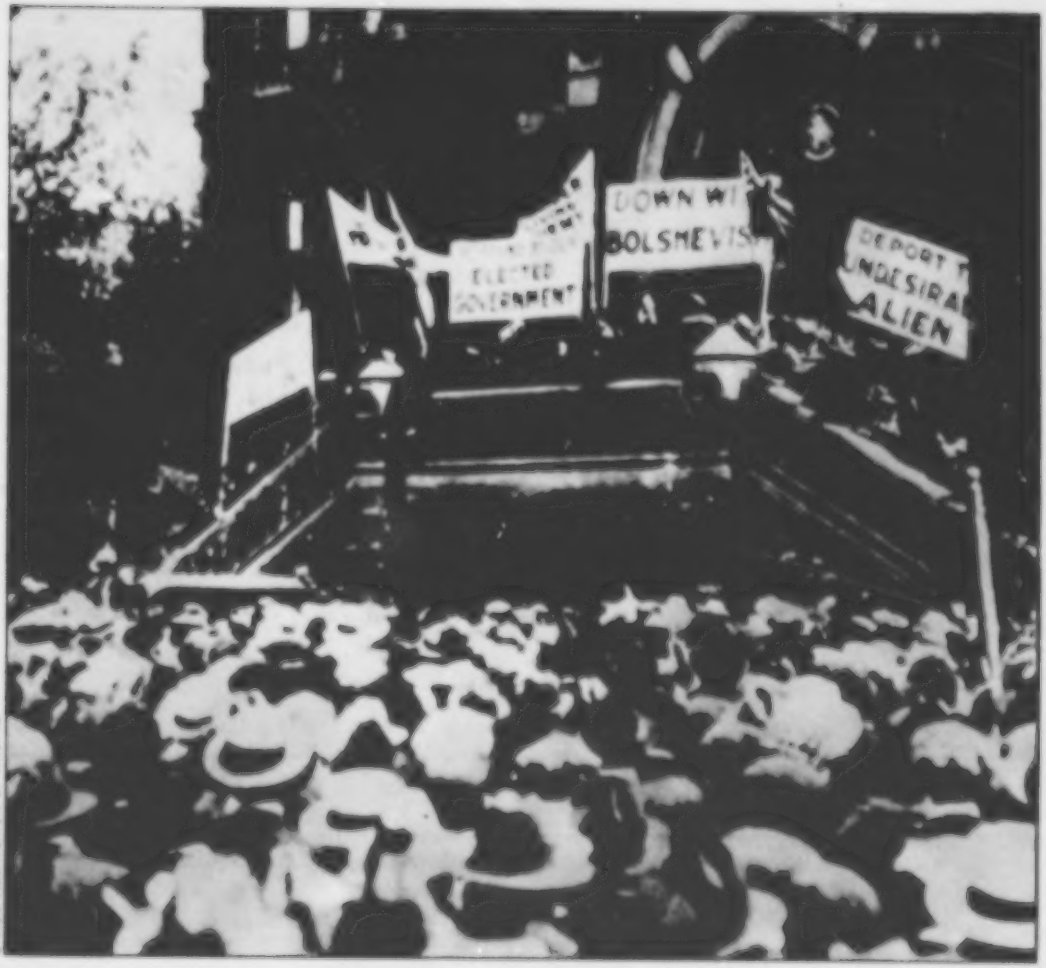
Either show the film, *Enemy Alien*, or read together these materials: "Japanese Canadians" and the book review of Takeo Ujo Nakano's autobiography, *Within the Barbed Wire Fence: A Japanese Man's Account of His Internment in Canada*.

Enemy Alien documents the experiences of Japanese Canadians during World War Two, when, branded as enemy aliens, their goods were confiscated, families separated and thousands forced into internment camps. Many of the first Japanese in Canada worked as cheap labour on the railways and in the mines. The jobs they did were mainly in areas where there was an urgent need for labour and for which they were paid lower wages than whites. Because the doors to most jobs were closed to them, more successful Japanese Canadians became small businessmen, fishermen, or farmers–all jobs not requiring great contact with Canadian society. Unions protested that Japanese were unfair competition, the general public was actively hostile and the government, in response to public opinion, seized Japanese Canadian property and interned the people in camps.

Preparation questions for watching the film and discussion afterwards could include:

- What kind of work did the Japanese in Canada do? Did these jobs have anything in common?
- What was the reaction of the following groups to the Japanese Canadians and why:
  a) the unions?
  b) society in general?
  c) the government?

- What forms of discrimination were experienced by the Japanese Canadians, particularly in relation to employment?
- When did discrimination against Japanese Canadians ease up and why?
- Account for the treatment of Japanese Canadians in view of the fact that no evidence was ever produced to show that they threatened the Canadian war effort.



United Steelworkers of America

5 IMMIGRATION POLICY AND MISCONCEPTIONS ABOUT IMMIGRANTS

Student Materials

Types of Status (in *Readings Kit* only)
Length of Time to Process Applications (in *Readings Kit* only)
Location of Immigration Offices (in *Readings Kit* only)
Ten Leading Source Countries of Immigration to Canada
Obtaining Permanent Resident Status (in *Readings Kit* only)
Immigration: Fact and Fiction (in *Readings Kit* only)
History of Immigration Laws and Policy (in *Readings Kit* only – this was recommended reading for the instructor in Session 4)
We recommend the entire book from which these readings are taken: Law Union of Ontario, *The Immigrants' Handbook: A Critical Guide*. Montreal: Black Rose Books, 1981.

Teaching Aids and Equipment

film, *This Business of Immigration*
film projector, screen
flipchart, markers, masking tape

Resource Person

Immigration lawyer or caseworker (if possible), who is familiar with current immigration policy and its application and effects on immigrants

OBJECTIVES

It is important for participants to have enough information to assess critically for themselves the misconceptions that immigrants take away other workers' jobs, or that immigrants threaten the labour movement. It is also crucial that participants are aware of the role of immigration policy in limiting recent immigrant participation in trade union activities, so that insecure workers' survival tactics can be interpreted more sympathetically and constructively. This session will look at the role of government policy in encouraging and

limiting numbers and sources of immigrants. It will attempt to acquaint workers with the major tenets of present immigration policy and its impact on the rights and status of Canadian residents. The objectives for this session are:

- to identify all forms of citizen and non-citizen status in Canada
- to understand the degree of security and the rights attached to each form of status
- to acquaint participants with the major trends of past immigration policy
- to familiarize participants with important tenets of present immigration policy and the significant factors affecting ongoing implementation of the policy
- to acquaint participants with historical examples of discrimination in immigration policy and to explore how such policy both reflects and shapes public attitudes
- to critically examine current misconceptions about immigrants and the ways such misconceptions can be challenged

This session is a full one, and will have to be timed carefully to allow 20 minutes of discussion at the end.

PROGRAM

REVIEW OF SESSION 4

15 minutes

Encourage discussion of any new information participants bring about their own family's immigration experience. Concerns, confusions or additional questions and ideas about last week's class should be addressed here. Make time for the journal sheets and any items of note workers have brought in.

CURRENT IMMIGRATION POLICY

20 minutes

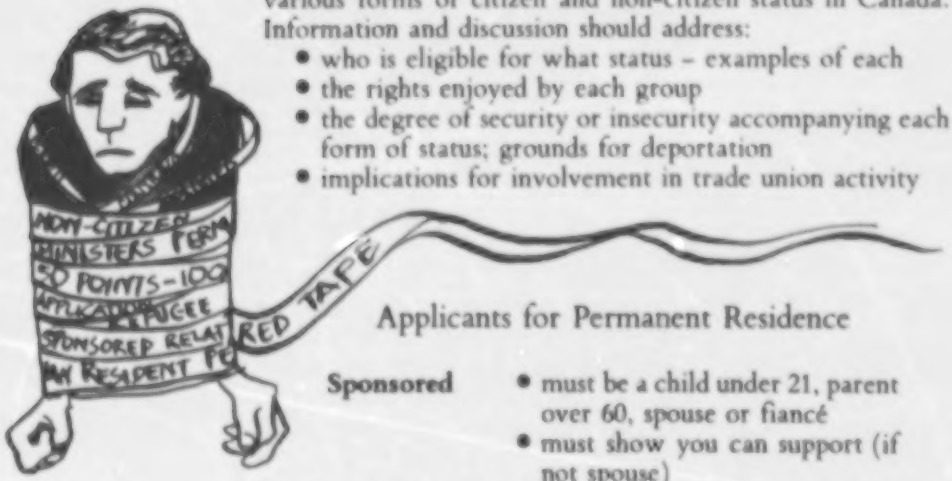
There are a number of different forms of status "immigrants" can have in Canada:

- Canadian Citizen
- "Immigrant"

- Permanent Resident
- Visitors – tourists, students, workers (including contract workers)
- Convention Refugees
- Holders of a Minister's Permit

Using the reading material, "Types of Status," read collectively (taking turns) or have the guest speaker review the various forms of citizen and non-citizen status in Canada. Information and discussion should address:

- who is eligible for what status – examples of each
- the rights enjoyed by each group
- the degree of security or insecurity accompanying each form of status; grounds for deportation
- implications for involvement in trade union activity



Applicants for Permanent Residence

Sponsored
- must be a child under 21, parent over 60, spouse or fiancé
- must show you can support (if not spouse)

Assisted Relatives
- must be aunts, uncles, brothers, sisters
- need fewer points when being assessed
- almost impossible to enter Canada if there is no pre-arranged job

Independent
- must score 50 out of 100 possible points
- must have pre-arranged job

30 minutes

If you have a guest speaker, ask him or her to outline, using specific illustrations where possible, other significant tenets of current immigration policy. This content should address:

- the number of people currently admitted as immigrants and the main source countries
- entry requirements and procedure for admission – in particular, skill and employment requirements
- application of the policy in terms of:
  - — locations of immigration offices in different countries
  - — length of time required to process applications from different countries
  - — treatment and refusal rates accorded immigrants from different countries
  - — countries most easily accorded refugee status
  - — discretionary behaviour of officials

Some examples of the length of time to process applications and the location of immigration offices are included in the Readings Kit to assist with this discussion.

TEN LEADING SOURCE COUNTRIES OF IMMIGRATION TO CANADA

Rank	1951	1960	1968	1973	1977	1979
1	Britain	Italy	Britain	Britain	Britain	Vietnam
2	Germany	Britain	U.S.	U.S.	U.S.	Britain
3	Italy	U.S.	Italy	Hong Kong	Hong Kong	U.S.
4	Netherlands	Germany	Germany	Portugal	Jamaica	Hong Kong
5	Poland	Netherlands	Hong Kong	Jamaica	Phillipines	India
6	France	Portugal	France	India	India	Laos
7	U.S.	Greece	Austria	Phillipines	Lebanon	Phillipines
8	Belgium	France	Greece	Greece	Portugal	Portugal
9	Yugoslavia	Poland	Portugal	Italy	Italy	Jamaica
10	Denmark	Austria	Yugoslavia	Trinidad	Guyana	Guyana

Source: Updated from Warren Kalbach and Wayne McVey, *The Demographic Basis of Canadian Society*, 2nd ed. Toronto: McGraw Hill Ryerson, 1979, p. 49 (in Muszynski and Reitz, *Racial and Ethnic Discrimination in Employment*, Social Planning Council of Metro Toronto, Feb. 1982).

If you are unable to secure a guest speaker familiar with immigration policies, the reading materials, "Ten Leading Source Countries of Immigration to Canada" and "Obtaining Permanent Resident Status" might be used in the following way:

- Elicit participants' perceptions of the top ten source countries of immigration to Canada in the last five years. Then examine "Ten Leading Source Countries of Immigration to Canada." Discuss how closely their perceptions coincide with these figures. Examine the shifts in importance of source countries and the possible reasons for this. There may be participants in the group whose country of origin and time of arrival in Canada is represented on the chart and who might contribute here.
- Solicit experiences of participants in the group who have immigrated to Canada in the last five years. What procedures did they follow in applying for entry? What was their experience in waiting time, in requirements for entry, in access to information and an immigration office in their country, and in their treatment upon arrival?

Examine briefly as a group the main points outlined in the reading, "Obtaining Permanent Resident Status." Try to address the issues identified above.

Break **15 minutes**

PAST IMMIGRATION POLICY

60 minutes

Show the film, *This Business of Immigration*. This hour-long film was developed in 1975 at the time of the Green Paper Hearings on Immigration, which ultimately resulted in the new Immigration Act of 1978. It provides an overview of immigration policy over the last century and some insights into the crucial role played by immigrants in developing the Canadian

Diane Jaques

economy. It alludes to the economic and political factors that shaped the numbers and kinds of immigrants encouraged to come at various times. And it explores Canada's self-interested and sometimes brutal treatment of immigrants. However, it is somewhat flawed in two respects: the film is fragmented and it is often difficult for the viewer to understand the connection of events to each other; and it rarely asks the question of why people came to Canada in the first place, and what events at home prompted people's displacement.

Session 4 provided an overview of the movements of people to Canada and can be used to help link historical events. In addition, if you have a guest speaker, he or she might comment on the gaps in film content. (It may be desirable to show only segments of the film – which would require careful previewing and preparation – to allow more discussion time.)

20 minutes

Discussion of the film should address:

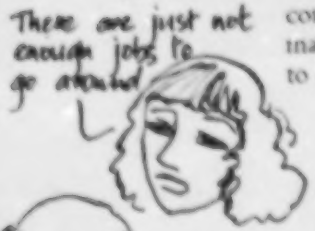
- common features of past and present immigration policy
- examples of groups of workers pitted against each other for jobs and wages; some responses of unions
- examples of systemic racism directed towards immigrants
- the degree to which immigration policy reflects and shapes public attitudes to immigration

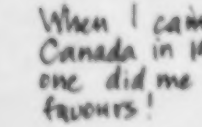
Elaine Jacques

COMMON MYTHS ABOUT IMMIGRANTS

20 minutes

Brainstorm and record an unedited list of misconceptions many people have about immigrants. Select one that is very common and begin to discuss the arguments (based on information and discussion of the past two sessions) one might use to counter this misinformation.





Common Myths

These are some commonly-held misconceptions about immigrants:

- immigrants take away jobs
- immigrants overuse social services
- immigrants cause crime
- immigrants cause racism
- immigrants cause crowding in cities
- immigrants cause urban ghettos
- immigrants threaten the trade union movement and undermine demands for higher wages

Assignment

Distribute the readings, "Immigration: Fact and Fiction." If there is time, begin reading this handout together. Participants should read the article carefully, over the week, and prepare to discuss it in detail next session. Remind participants that the major portion of Session 6 will examine the sources of racist messages in everyday life, in particular in the media.

Elaine Jarques

Film poster in a Toronto restaurant.

6 THE CREATION AND PERPETUATION OF RACIST ATTITUDES

Student Materials

Immigration: Fact and Fiction (in *Readings Kit* only – given out previous week)
Children and Racism (in *Readings Kit* only)
Cartoon, and Questions
2000 Sikhs Flood City in 2 Months, and Questions
The Anti W-5 Movement (in *Readings Kit* only)

Teaching Aids and Materials

film, *Myself, Yourself*
film projector, screen
flipchart, markers, masking tape

OBJECTIVES

The previous sessions have examined past and present racism in the workplace, the history of movements of peoples to Canada and their role in building the economy and the union movement, and the legislation which has and continues to govern the entry of people to this country. Canada has a long history of class and cultural division which affects the way ethnic differences are perceived today. This history influences present attitudes of the dominant group to minority newcomers and minority suspicion of the dominant culture and their organizations. It continues to affect the daily interaction of individuals in their workplaces and communities.

Racist attitudes and practices are also fed by a variety of messages reaching every one of us on a daily basis. In addition, then, to assembling arguments to address common myths about immigrants, participants need to be conscious of and able to identify and analyze the sources and effects of such messages.

The objectives for this session are:

- to enable participants to deal clearly with misinformation about immigrants
- to clarify the differences between prejudice and systemic racism
- to examine the purposes racism serves in our society
- to examine some of the ways prejudice and other forms of racism are perpetuated in everyday life
- to identify the sources of racist messages in everyday life
- to identify and analyze the elements of racist messages

PROGRAM

10 minutes

REVIEW OF SESSION 5

Discuss last week's session and the items workers have brought in on their journal sheets.

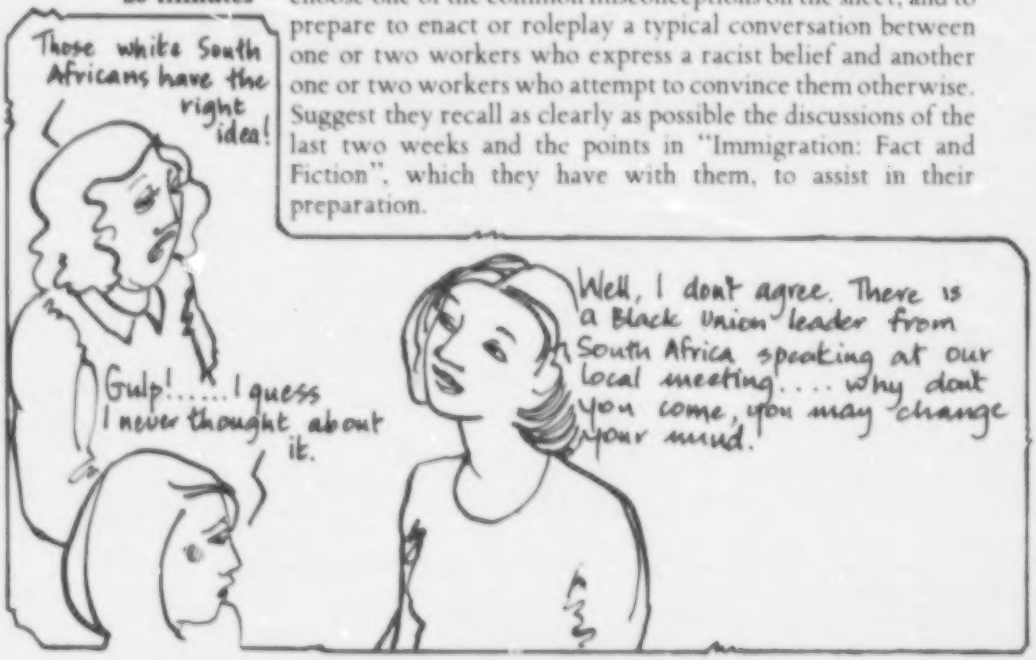
COUNTERING MYTHS ABOUT IMMIGRATION

The process of equipping oneself to go beyond the frozen moments when racist sentiments are expressed is an ongoing one. It takes courage to challenge the prevailing notions expressed by one's fellows that demean or downgrade the humanity of someone else. The proposal to spend time practising responses to such encounters is not an idle one. It assists in the development of workers' confidence to address such misinformation and to argue persuasively in one's local for anti-racist programs.

Draw participants' attention to the sheet listing common misconceptions about immigrants that they generated at the end of last week. Agree on the three to five most common ones and discuss the extent to which the reading "Immigration: Fact and Fiction" is helpful in assembling arguments to counter these notions.

Divide people into groups of four. Ask each group to

20 minutes choose one of the common misconceptions on the sheet, and to prepare to enact or roleplay a typical conversation between one or two workers who express a racist belief and another one or two workers who attempt to convince them otherwise. Suggest they recall as clearly as possible the discussions of the last two weeks and the points in "Immigration: Fact and Fiction", which they have with them, to assist in their preparation.


Those white South Africans have the right idea!
Gulp!.....I guess I never thought about it.
Well, I dont agree. There is a Black Union leader from South Africa speaking at our local meeting.... Why dont you come, you may change your mind.

20 minutes **Encourage one of the groups to roleplay** its encounter. Ask other members of the group to contribute an argument if either side gets stuck. Encourage the "actors" to express the difficulties they had in attempting to confront racist positions, and the arguments they made that were most compelling.

Discuss frankly the difficulties in taking anti-racist positions with fellow workers or in other circumstances. Be candid and emphasize that the development of confidence, courage and information is an ongoing struggle for everyone attempting to counter racist notions.

20 minutes

LEARNING PREJUDICE

Distribute and read together "Children and Racism." This article outlines the three stages of racial awareness in children, the ways in which children learn prejudiced attitudes and our own involvement as adults in these learning patterns. Author Rosemary Brown argues that the presence of racism in our institutions and everyday life must serve a function:

otherwise it would not be so pervasive. Some issues to probe in the discussion of this article include:

- the relation of the three stages of racial awareness to participants' own childhood recognition of racial and ethnic differences
- responses to Brown's description of how stereotypes of native people are learned. How prevalent are these images and stereotypes among people in the group? What is the effect of seeing unequal treatment of people without examining the causes of such treatment?
- the function of racism in our society according to Brown. How does this view correspond with participants' own understanding of the function of racism in the workplace?
- responses to Brown's suggestions of what actions need to be taken. How important is a healthy economy to combatting racism?

Break **15 minutes**

THE SOURCES OF RACIST MESSAGES

This section will attempt to locate the kinds of experiences and messages that shape our perceptions and definitions of different people.

10 minutes

Write a heading on the flipchart, "Experiences and Messages that Develop Prejudice." Follow it with an unedited listing of as many things as people can think of from their childhoods and present life that perpetuate or promote one-dimensional or negative views of groups of people. The article, "Children and Racism," should help people to compile this list. The following list is partial and is offered to assist the teacher:

- absence of minority peoples as positive role models
- cartoons and pictures that demean or trivialize
- stories in which a specific group is always the victim or the attacker
- stories in which ethnicity is always more important than the wholeness of the person
- words and symbols consistently used to depict someone (e.g., savage, or feathers)
- negative responses of adults to people from particular cultures or classes – avoidance, disapproval, condemnation
- overemphasis on problems experienced by the group – no information on the cause of such problems
- persistent unequal position in the society leads to conclusion that people are less well-liked and treated less well and deserve to be treated unequally
- disapproval in press or from adults of attempts by people to secure more equality and more power for themselves
- condescending treatment in situation comedies and other TV programs
- absence in important positions in society
- institutional attitudes and policies that discriminate

Encourage workers to reflect on the pervasiveness and near invisibility of some of these experiences taken by themselves, and their clear significance when they are seen cumulatively.

ANALYSIS OF MEDIA MESSAGES

20 minutes

Divide people into groups of no more than five and distribute the cartoon and newspaper clipping, "2000 Sikhs Flood City in 2 Months," so that each group is examining one of these two items. Each group should analyze its item for racist implications, and prepare to report to the others on their findings. The questions under the cartoon and clipping should assist the groups in their analysis.

Canadian newspaper March 6, 1979

1. What is the point of this cartoon? What is being said about the relations between the Arab nations and the Western world?
2. How would you describe your impression of the central figure in the cartoon? What details contribute to this impression?
3. Does this cartoon draw on any racist or cultural stereotypes? If so, what are they?
4. In what way does such an image affect the way we see members of the same cultural group?

2,000 SIKHS FLOOD CITY IN 2 MONTHS

East Indian Sikhs are flocking to Metro in droves — more than 2,000 of them during the past two months — and are trying to take advantage of a loophole in the Immigration Act governing refugees.

Cal Best, Canada's top immigration official, said in a telephone interview from Ottawa yesterday that the Sikh "refugee" ploy to get into Canada by the back door involved claims to be fleeing persecution under Indira Gandhi's government in India.

"Unfortunately, they've deliberately misusing a process intended to assist genuine refugees," Best said. "All claims by these Sikhs for refugee status are unfounded."

Under Canada's Immigration Act, visitors to this country cannot normally apply for permanent residence from within Canada, but anyone who claims to be a refugee won't be turned back.

The process to determine refugee status is lengthy, involving detailed interviews by immigration officers at port of entry and an investigation by a four-member panel in Ottawa — including two civil servants from the departments of immigration and external affairs, and two government-appointed private citizens.

Rejection by the refugee committee then leaves the case open to a hearing before the Immigration Appeal Board where the claimant may appear in person. After that it can go to the federal court and possibly to the Supreme Court of Canada for a final decision.

At one time Canada's immigration laws allowed visitors to the country to apply for landed immigrant status while in Canada, but this regulation was abused and the law was changed to make it mandatory that landed immigrant status had to be applied for in the country of origin, not in Canada.

To ensure that genuine refugees would not face death, imprisonment or torture if sent back to their homelands, the Immigration Act made special provision that persons claiming refugee status must be given the right to prove their case.

Accordingly, the "refugee" is not turned back and can work in the country till all appeal processes are exhausted. The Canadian taxpayer pays for the lower level processes up to and including the Immigration Appeal Board. But the applicant must pay his or her own costs if the case is carried to the Federal Court or the Supreme Court of Canada.

Source: Canadian newspaper, June 3, 1981

1. Underline all the words that describe Sikhs in the article. How many are negative, positive or neutral?
2. What overall impression of Sikhs does the combination of these words create?
3. What is the effect of placing the word "refugee" in quotation marks?
4. What is the impact of the headline? How does it achieve this?
5. What relationship between Sikhs and established Canadians is being suggested here? How is it suggested?
6. What issues does the article address? What questions and issues does it omit?
7. What overall impression of Sikhs does the article create?

8. Does the article draw upon any fears non-Sikhs may have about Sikhs? If so, what are they?

9. How could the article be rewritten to avoid any criticisms you may have of it?

Reassemble as a large group for small group report-back.

25 minutes Record comments and observations of each group on the flipchart. Summarize the elements of racist messages. Reviewing the specific details they have identified in the materials, encourage participants to identify those general elements of an account or representation that contributes to a racist message.

THE ROLE OF THE SCHOOL

30 minutes Show the film, *Myself, Yourself*. This half-hour film, produced by the Curriculum Department of the Toronto Board of Education, examines the ways in which curriculum materials and school practices can and do contribute to the teaching of prejudice, by excluding or demeaning the lives and contributions of minority peoples in Canada. Before showing the film, participants should be encouraged to reflect briefly on their own learning at school and that of their children. The arena of the school is an important one and draws on people's childhood experiences and their roles as parents and citizens.

Discussion of the film could include the following:

- What books and materials did we or our children use that relayed racist messages similar to the *Dr. Doolittle* book mentioned in the film?
- How did our school experiences contribute to our understanding of Canada as a multicultural and multiracial country?
- How important is the *omission* of peoples and their

cultures and role in Canadian society to the teaching of prejudice?

- In what ways did our school experiences and those of our children equip us and them to understand and combat racism?
- What can we as parents and workers do to change what our children learn in school?

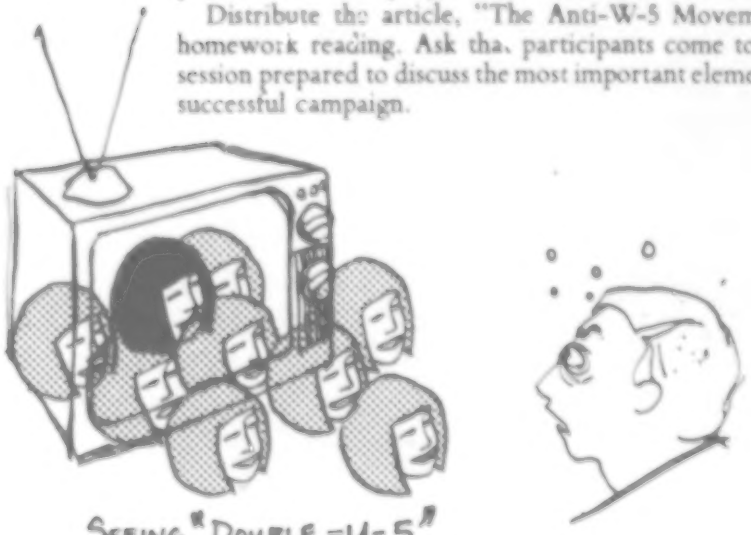
Toronto Board of Education

From the film Myself Yourself

Assignment

Workers are only too familiar with the media's power to distort their lives and struggles. It is easy to assemble examples of anti-labour accounts of both strikes and union resistance to concessions. Organized attempts to set the record straight and to provide alternative interpretations of everyday events need to be provided as inspiration. One such example is the fight against the W-5 program "Campus Giveaway." This program inaccurately portrayed Chinese as monopolizing the most coveted places in Canadian universities. In fact, most of the students pictured in the film were Chinese *Canadians*, whose representation in the program was out of all proportion to their actual presence in the universities. The Chinese Canadian community mobilized to fight this blatant misrepresentation, enlisting support from a wide cross-section of the population and from the Federal government. They succeeded in getting an apology from CTV, and a promise of a new program on "unconscious racism."

Distribute the article, "The Anti-W-5 Movement," for homework reading. Ask the participants come to the next session prepared to discuss the most important elements of this successful campaign.



ICLSAC

Artistic Woodworkers' Strike, Toronto, 1973.

7 LEGISLATION AGAINST DISCRIMINATION: LIMITS AND POSSIBILITIES

Student Materials

The Anti-W-5 Movement (in *Readings Kit* only – given out previous week)
Tactical Remedies and Referrals for a Person Alleging Racist Discrimination (in *Readings Kit* only)
Prohibited Grounds of Discrimination in Employment
Discriminatory Employment Practices
Contract Assignment
Copies of two case studies from Session 2

Teaching Aids and Equipment

flipchart, markers, masking tape

Resource Person

If possible, a human rights lawyer, or caseworker, who is familiar with legislation and legal avenues redressing discrimination, preferably with a critical perspective on the limits of such legislation

OBJECTIVES

The emphasis in the past six sessions, and indeed throughout the course, has been on the actions people can take – individually and collectively – to combat racism. Indeed, it is through such collective pressure that laws have been established that make various forms of discrimination illegal. This session will explore the basic tenets of such legislation, with special emphasis on human rights legislation. At the same time, it will continue to emphasize the importance of informed public pressure to safeguard such rights. The W-5 Movement is an important example of how a group, alert to the sources of racist messages, can push public agencies to be more accountable than the law requires.

Specifically, the objectives of this session are:

- to examine the effects of public pressure to fight racism
- to acquaint participants with those human rights that are and are not protected under legislation
- to understand more clearly the process used to settle human rights complaints
- to examine critically the possibilities and limits of human rights and other legislation, particularly as it relates to employer practices
- to become familiar with legislative attempts to limit overtly racist organizations such as the Ku Klux Klan

The teacher should be generally familiar with legal remedies to redress discrimination, but more specifically with human rights legislation. We recommend a resource person for this session if the teacher is not totally comfortable with this content.

PROGRAM

REVIEW OF SESSION 6

10 minutes

Check over journal entries and items of concern brought in by participants.

30 minutes

Discuss the Anti-W-5 assignment, addressing the following:

- the elements of the W-5 campaign that contributed to its success
- lessons to be learned for other such lobbying efforts

Elements of the Anti-W-5 Campaign

a) use of legal avenues:
   — libel and slander suit against CTV and W-5 producers
   — filed complaints to provincial and federal Human Rights Commissions
   — demand for special CRTC hearings

b) formation of an organizing committee:
— Ad Hoc Committee Against W-5
c) raising funds:
— for legal expenses
— for publicity
— for travel and organizing
— for an audiovisual rebuttal of the program

Chinese Canadian National Council Archives, CCCO Ad Hoc Committee Against W-5

Demonstration against W-5, Toronto, 1980.

d) raising public awareness:
   — enlisting broad cross-section of support from well-known people – politicians, ethnic communities, government people
   — use of alternative and ethnic media
   — letters to editor in established press
   — mass rally in Toronto
   — march to CTV headquarters — 2500 people
   — preparing literature for mass distribution on the issue
e) clarifying reasons for protest and the demands being made to CTV
f) demonstrations of broad public support to government and CTV
   — petition with 20,000 signatures
   — delivery of formal letter of protest outlining three specific demands at the end of the mass march to CTV
g) organizing support on a national level
   — encouragement of the formation of ad hoc committees in cities across Canada to publicize and apply pressure
   — visits by Toronto Chinese Canadian representatives to other parts of the country to help coordinate protest
h) refusal to have demands coopted – belief in their own strength
   — not satisfied with CTV's initial apology – publicized why
   — began to organize national meeting of all ad hoc committees in Toronto
i) continued attempts to keep public informed of progress

— issued a joint press release with CTV after they promised to make a new program and apologized fully for the old one
— made it clear that these actions stemmed from concerted public pressure

j) connected this issue to other such issues
— subsequently formed the Chinese Canadian National Council for Equality to be able to respond on a continuing basis to such issues

LEGISLATION TO FIGHT DISCRIMINATION

While this session puts most emphasis on human rights legislation, it is important for participants to have an overview of other forms of legal redress as well. Examine the reading, "Tactical Remedies and Referrals for a Person Alleging Racist Discrimination," in preparation for this session.

20 minutes

Brainstorm all the rights and freedoms participants feel citizens of Canada have or should have. Organize these points on the flipchart under the headings:

- political
- economic and social
- legal
- privacy
- egalitarian rights

These are some issues that might emerge:

- Some of these rights may conflict. For example, the employer's right to hire as he or she pleases may conflict with an employee's right to equal access to jobs.
- Enshrining rights in laws does not ensure they really exist, as we have seen with the W-5 case. Public awareness and pressure are often necessary to ensure their protection.
- Human rights legislation attempts to guarantee only egalitarian rights, not other forms of rights.

OVERVIEW OF LEGISLATION PROTECTING EGALITARIAN RIGHTS

40 minutes

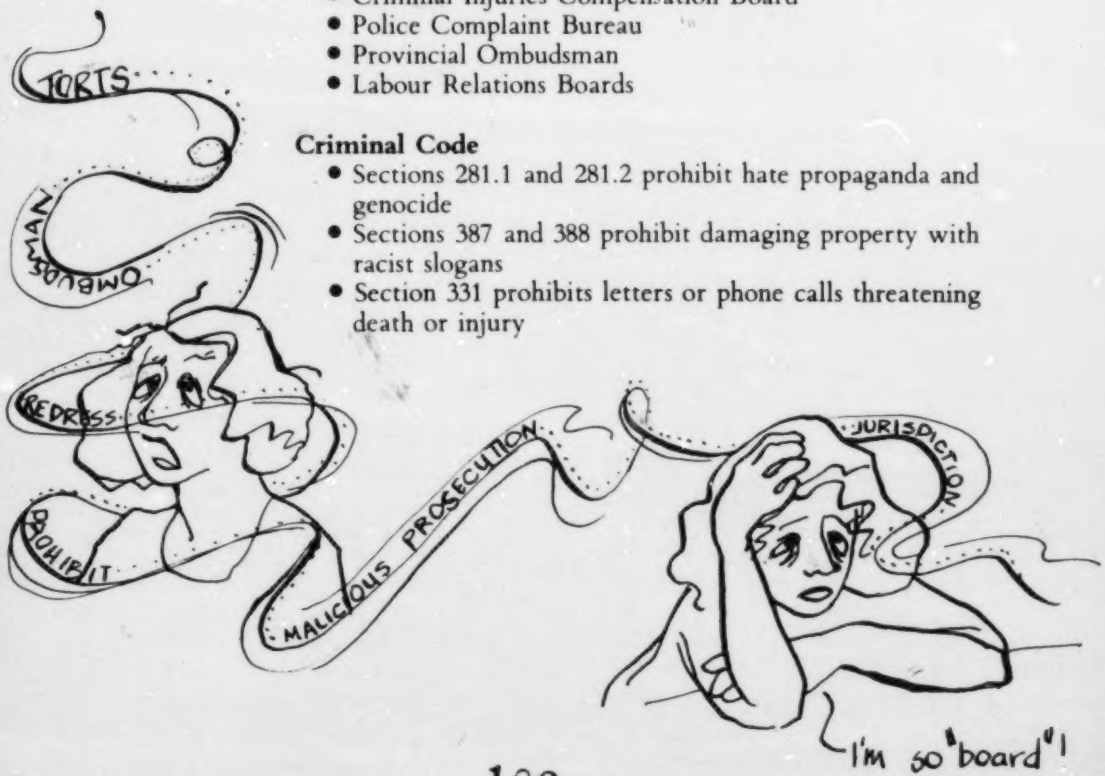
On the flipchart list the areas of possible legal remedy for reference as the session proceeds:

Boards and Commissions

- Provincial Human Rights Commissions
- Canadian Human Rights Commission
- Human Rights Committee of the United Nations
- Criminal Injuries Compensation Board
- Police Complaint Bureau
- Provincial Ombudsman
- Labour Relations Boards

Criminal Code

- Sections 281.1 and 281.2 prohibit hate propaganda and genocide
- Sections 387 and 388 prohibit damaging property with racist slogans
- Section 331 prohibits letters or phone calls threatening death or injury



Civil Remedies

- torts of malicious prosecution
- small claims court
- constitution act

A brief overview of each of the above three areas should pull together information for comparison under the following headings:

- forms of discrimination redressed by each
- jurisdiction or groups of people covered
- complaint or action process, and time taken to resolve it
- expense
- chances of proving discrimination
- forms of compensation available and power to enforce them

Once this information has been assembled, and terms have been clarified, discussion should focus on the general possibilities and limitations of legislation fighting discrimination. The key concerns are:

- possibilities for group as opposed to individual action
- effectiveness in addressing systemic racism as opposed to individual acts of discrimination
- effectiveness in challenging overtly racist organizations like the KKK
- implications for workers fighting discrimination in the workplace

Distribute the reading, "Tactical Remedies and Referrals for a Person Alleging Racist Discrimination," for future reference of participants.

Break 15 minutes

HUMAN RIGHTS LEGISLATION

15 minutes

It is probable that of all the legal remedies available, participants are most likely to use human rights legislation, which does not require a lawyer, and which can work in conjunction with their collective agreements. It is important, then, to examine the main tenets of this legislation in detail.

Human Rights Legislation

1. **Jurisdiction**. Distinguish between federal and provincial legislation. Note that approximately 90 percent of the workforce is covered by provincial legislation. Under which jurisdiction is each of the participants covered in their workplace?

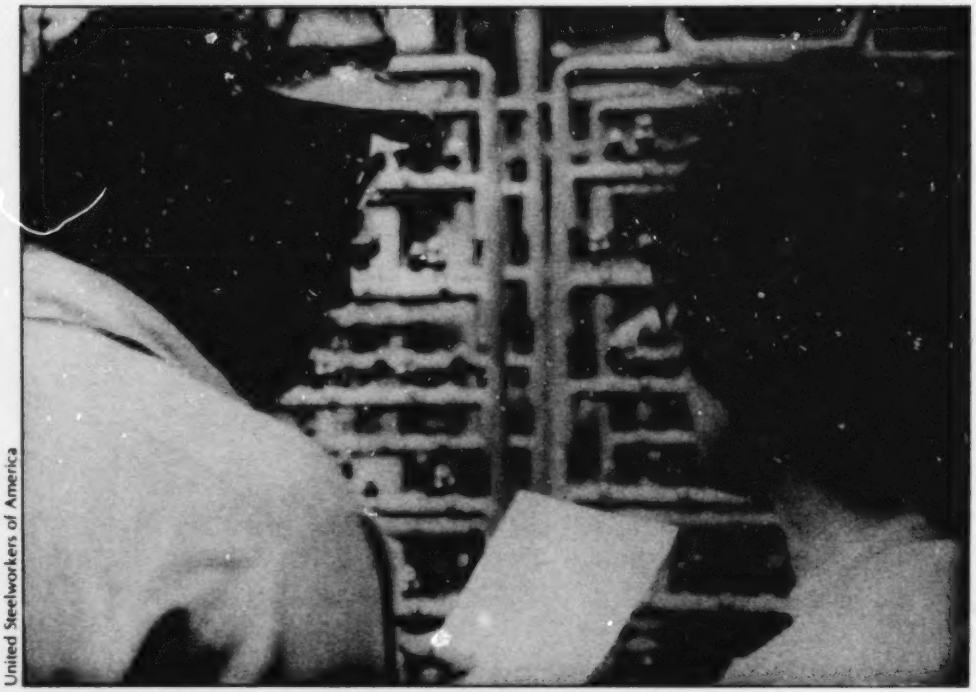
Federal Human Rights Legislation covers workers in:

- federal public service
- railways
- airlines
- federal crown corporations
- telecommunications (Bell, radio, TV)
- chartered banks
- interprovincial transport
- uranium mining

Provincial Human Rights Legislation covers workers in:

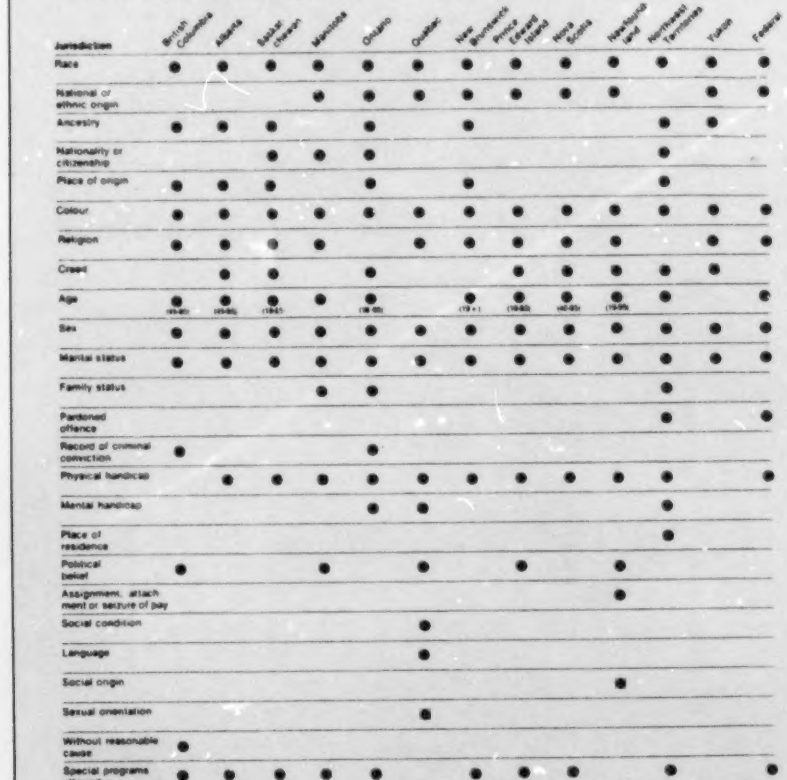
- provincial public service
- private sector
- provincial crown corporations
- manufacturing
- hydro, gas
- municipal employees
- education
- credit unions
- trust companies

2. **Grounds**. "Grounds" refer to the reasons why or the basis on which it is illegal to discriminate. Distribute "Prohibited Grounds of Discrimination in Employment." Examine all the possible grounds on which discrimination is prohibited under federal legislation and under your provincial legislation. Look specifically at those grounds that are connected most to racial discrimination.



United Steelworkers of America

Prohibited Grounds of Discrimination in Employment



1 New Brunswick includes only "national origin"
2 Saskatchewan, Alberta and the Northwest Territories include in the same ground "ancestry or place of origin"
3 Creed usually means religious beliefs
4 New Brunswick, Prince Edward Island and Saskatchewan use "physical disability". Alberta — "physical characteristics"
5 In Quebec, section 112 of the Act to protect the rights of handicapped persons adds "mental handicap" to section 10 of Quebec's charter.
6 In Quebec's charter, "social condition" includes pardoned offence, record of criminal conviction, assignment, attachment or seizure of pay and social origin. (Information obtained from the Commission des droits de la personne du Québec.)
* This category contains different terms: the federal law has the term, "marital status" which is used by all provinces except Quebec and Manitoba. Manitoba includes the terms "marital status" and "family status." The latter term is close to the one used in the French version of the federal law, which is "situation de famille". The French text of the Quebec charter uses "état civil".
** with Cabinet approval

July 1982

3. **Practices**. Distribute the handout, "Discriminatory Employment Practices," making sure that the meaning of these practices is clear.

*Our thanks to Canadian Human Rights Commission, *Human Rights and Trade Unions* (Draft Manual, 1982), for their assistance with this.

DISCRIMINATORY EMPLOYMENT PRACTICES

	Federal	Ontario
Discrimination in respect of employment includes: refusal to employ; continuing to use differential treatment of employee access to training, promotions and transfers because of a prohibited ground; imposing terms and conditions of employment based on a prohibited ground.	Prohibited unless bona fide occupational requirement	Prohibited unless bona fide occupational requirement
Advertisements which directly, indirectly indicate a limitation, specification or preference as to a prohibited ground.	Prohibited unless bona fide occupational requirement	Prohibited unless bona fide occupational requirement
Applications, or oral or written inquiries which directly, indirectly indicate a limitation, specification or preference as to a prohibited ground.	Prohibited unless bona fide occupational requirement; can ask age, marital status and sex after selection decision	Prohibited except can ask age, marital status and sex if information not used to discriminate
Failure to reasonably accommodate religious beliefs.	Prohibited unless bona fide occupational requirement and inability to accommodate because of business necessity	Prohibited unless bona fide occupational requirement and inability to accommodate because of business necessity

Source: Toronto Mayor's Committee on Community and Race Relations, *Manual for Trade Unions on Equal Opportunity in the Workplace* (Draft, Oct. 1982).

APPLICATION OF HUMAN RIGHTS LEGISLATION

20 minutes

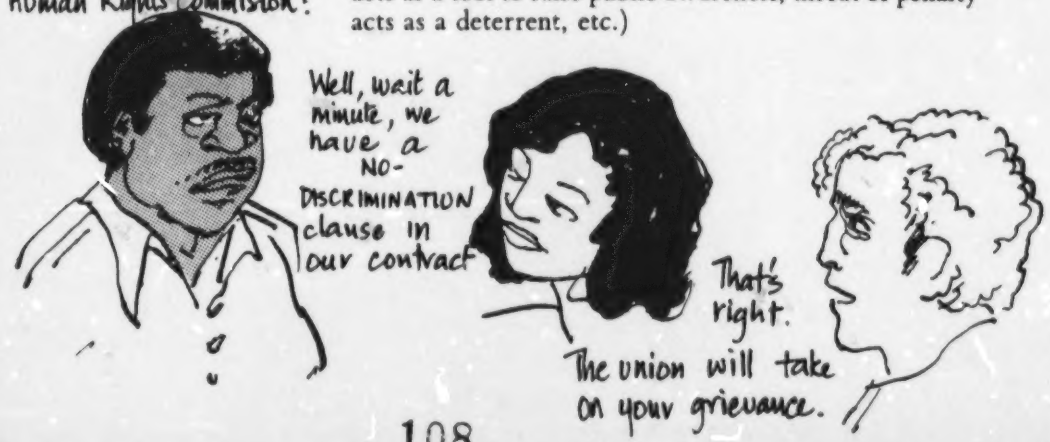
Divide into two groups, each to examine one of the two cases in Session 2, "Overcoming Division in the Union" and "Klan Notice Posted in Toronto Plant," for possible filing of complaint with the Human Rights Commission. Each group should identify:

- the jurisdiction (federal or provincial)
- the possible grounds for a complaint
- the practices that are discriminatory under the Act
- the complainant(s) – the alleged victims
- the respondent(s) – those being accused of discrimination

30 minutes

The report-back of the two groups should provide the groups' ideas on the above questions. More general discussion should address:

- the kinds of workplace discrimination covered by human rights legislation
- the extent to which human rights legislation deals effectively with systemic discrimination
- avenues other than legal ones that can challenge systemic discrimination
- the role of legal guarantees against discrimination (e.g., official statements that such behaviour is unacceptable acts as a tool to raise public awareness; threat of penalty acts as a deterrent, etc.)


Promotion time, and I've been left behind again. I'm fed up and I'm going to the Human Rights Commision!
Well, wait a minute, we have a NO-DISCRIMINATION clause in our contract
That's right. The union will take on your grievance.

Assignment Distribute the contract assignment, indicating that the next three sessions will focus on the role unions can play in challenging workplace racism through their collective bargaining process, through the democratic structures of the union and through broad-based collective awareness and action.

CONTRACT ASSIGNMENT

Bring in your collective agreement, or that of a friend, to next week's session. Identify any provisions attempting to ensure equal rights in the workplace, and be prepared to discuss these with the group.

United Steelworkers of America

8 USING THE COLLECTIVE AGREEMENT TO COMBAT RACISM

Student Materials

Comparison Between the Legal Process, Human Rights Commissions and the Union Grievance Procedure
Two Sample Non-Discrimination Clauses
Possible Contract Provisions
Model Equal Opportunity Clause
Assignment: Strategizing About Human Rights Contract Demands

Teaching Aids and Equipment

flipchart, markers, masking tape

OBJECTIVES

In this session the course begins to address directly those union practices and policies that can contribute to countering racism in the workplace. The elimination of racism in the workplace, like the need for a danger-free environment, is a fundamental need of working people, one which unions can and must address. This session looks at the collective agreement and encourages participants to start thinking about practical ways of raising anti-racist issues in union locals and organizations. In particular, the objectives for this session are:

- to compare the usefulness of human rights legislation and the collective bargaining agreement as instruments for fighting discrimination
- to identify and clarify reasons for anti-discrimination provisions in the collective agreement
- to identify other provisions that fight discrimination in the workplace and that might be bargained for
- to begin to put together arguments for making such provisions a priority in the union

PROGRAM

REVIEW OF SESSION 7

15 minutes

Discuss questions and issues arising from last week, as well as journal sheet items.

TOOLS TO FIGHT RACISM

This session will engage participants in a rudimentary examination and comparison of the possibilities and limitations for using human rights legislation and the collective agreement in protecting workers' human rights.

30 minutes

Post headings on a flipchart corresponding to the chart on page 104.

Rate each of the three approaches on a scale of 1 to 10 (10 being the most satisfactory).

30 minutes

Discussion should address the following issues:

- What are the pros and cons of each route for handling the problems of discrimination in the workplace?
- What other information do you need to assess the possibilities and shortcomings of each?
- What are the advantages of using both the collective agreement and the Human Rights Commission complaints procedures?

Give out the information chart, "Comparison Between the Legal Process, Human Rights Commissions and the Union Grievance Procedure." Compare it with the information participants have collectively assembled on the flipchart. Fill in and/or correct information on the flipchart.

WHICH ROUTE IS BEST?

	Hire Your Own Lawyer	Human Rights Commission Complaint	Grievance Under Your Collective Agreement
a) Delay			
b) Quality of representation			
c) Expense			
d) Whose onus to prove			
e) Credibility of the structure			
f) Follow-up and results (fear of reprisal)			
g) Capability to handle general practices, not just individual incidents			
h) Staff shortage (overload)			
i) Possibility of appeal (if decision unsatisfactory)			
j) What kinds of injustice can be complained about?			
k) Other			

Source: Developed by D'Arcy Martin, United Steelworkers of America, through the course, "Work, Racism and Labour," and the Toronto OFL seminar, "Racism Hurts Everyone," April 1982.

COMPARISON BETWEEN THE LEGAL PROCESS, HUMAN RIGHTS COMMISSIONS, AND THE UNION GRIEVANCE PROCEDURE

AREAS OF COMPARISON	LEGAL PROCESS	HUMAN RIGHTS COMMISSIONS	UNION GRIEVANCE PROCEDURE
a) time delay	- slow and cumbersome court backlog of cases.	- usual 6 months delay, however, OHRC has implemented a more rapid method of handling complaints, whereby time required to process and investigate complaints has been drastically cut.	- speediest remedy because there are legal time limits for filing and processing grievances. If possible to grieve, must generally do so before Human Rights Commission will investigate.
b) support to complainant	- lawyer hired to protect workers' interests while on retainer; lawyer will be present throughout; however, all time spent on case will be billed to worker, including phone calls.	- human rights officer will be assigned the case and will be involved throughout — however, the human rights officer is impartial and not an advocate for the workers' interests.	- union steward can and should accompany grievor through all states of grievances; other union staff available.
c) expense	- see (b)	- no expense. However, Human Rights Commissions are to represent the public interest, which may be contrary to the interests of the complainant. In these instances, some complainants retain their own counsel.	- no expense apart from normal union dues.
d) following after decision	- if a decision is made against the employer in a court proceeding — e.g., wrongful dismissal — and the employer is ordered to reinstate the employee, the employer is in contempt of court if he/she fails to comply with the decision of the court.	- it is possible to obtain decisions where follow-up and monitoring is part of the settlement or decision; however, this is rarely sought or obtained. - a decision of a HR board or tribunal is registered with the competent court and becomes a decision of that court. A failure to comply with the HR decision then becomes a contempt of court. - it is illegal to take reprisals against employees because of their involvement in a HR case. However, enforcement of this protection is complicated and very rarely followed.	- less fear of reprisals because union exists in the workplace as a constant presence.

COMPARISON BETWEEN THE LEGAL PROCESS, HUMAN RIGHTS COMMISSIONS, AND THE UNION GRIEVANCE PROCEDURE

AREAS OF COMPARISON	LEGAL PROCESS	HUMAN RIGHTS COMMISSIONS	UNION GRIEVANCE PROCEDURE
e) onus of proof	- on worker to prove case on balance of probabilities. Once this is established, other side must refute, disprove.	- same as legal process. HR investigation will have legal access to records and documentation in the possession of the employer that neither the lawyer nor union may easily obtain.	- onus on union to prove breach of collective agreement.
f) credibility of process	- trust between lawyer and client individualistic.	- HR Commissions under public criticism for failure to protect and act quickly to defend union rights.	- generally, workers trust their unions more than outside organizations.
g) policy or practice as ground of discrimination	- clan actions are illegal in Canada. Unions are not persons in law. Accordingly, individuals must bring forward the legal action. - policy or practice of employer not subject matter of civil case.	- CHR Act protects workers vs. a discriminatory policy or practice (See 7) - OHRC prohibits with some limitations constructive discrimination, i.e., an employer practice that impacts in a discriminatory way.	- policy grievances and systemic discrimination grievances may be filed.
h) staff shortage	- if client is wealthy, can hire team of lawyers, consultants and private investigators.	- chronic overload of complaints and staff shortages.	- unions face overload of cases and staff shortages as well.
i) appeal rights	- can appeal a decision to a higher court of grounds.	- can ask OHRC to reconsider decision. - can appeal from decision of boards of inquiries/tribunals and decisions of Human Rights Commissions to appropriate court.	- depends on union to what level grievance will be pursued.

The teacher should review local provincial human rights legislation and check it against the comments contained in the comparative chart. Legislation differs from province to province and is amended periodically. In some provinces, provisions are stronger than in others. In general, however, remedial action taken through a strong collective agreement with clear human rights protection provisions provides the strongest action on behalf of workers. Indeed, the staff of Human Rights Commissions encourage unions to entrench and act on such rights in their collective agreements. The Canadian Human Rights Commission has prepared valuable materials on this subject for unions.

Break **15 minutes**

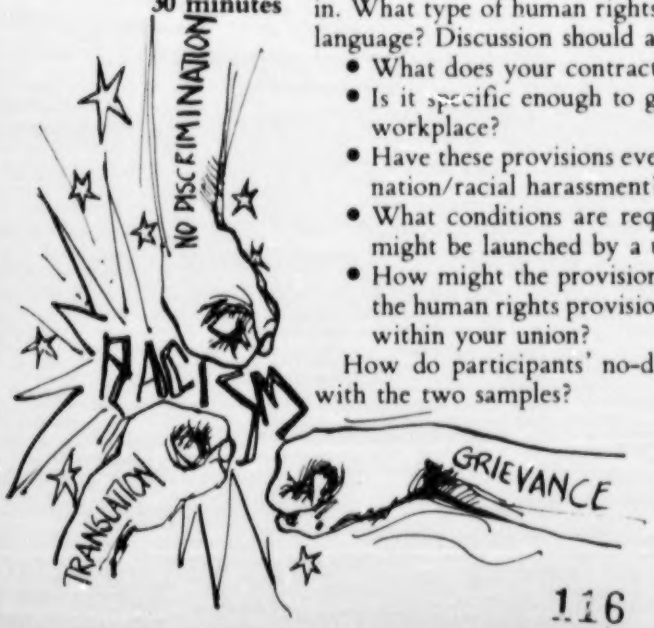
CONTRACT LANGUAGE THAT FIGHTS DISCRIMINATION

30 minutes

Refer to the collective agreements participants have brought in. What type of human rights protection is contained in the language? Discussion should address the following:

- What does your contract say about discrimination?
- Is it specific enough to grieve racial harassment in the workplace?
- Have these provisions ever been used to grieve discrimination/racial harassment?
- What conditions are required before such a grievance might be launched by a union?
- How might the provisions and/or a grievance based on the human rights provision be used as an educational tool within your union?

How do participants' no-discrimination clauses compare with the two samples?



TWO EXAMPLES OF NO-DISCRIMINATION CLAUSES

CUPE LOCAL 2348 (WINNIPEG)

ARTICLE 4 — NO DISCRIMINATION

4.01 The Employer and the Union agree that there shall be no discrimination practised as defined in the Human Rights Act of Manitoba and further the Employer and the Union agree that there shall be no discrimination, restrictions, or coercion exercised or practised with respect to any employee in the matter of hiring, wage rates, training, upgrading, promotion, transfer, layoff, recall, discipline, classification, or discharge by reason of political affiliation or activity, sexual orientation, sex or marital status, family relationship, place of residence, physical handicap, nor by reason of her membership or activity in the Union unless unusual circumstances (e.g., affirmative action) require whereby mutual consent of the Employer and the Union shall be required.

CANADIAN UNION OF POSTAL WORKERS

ARTICLE 5 — NO DISCRIMINATION

5.01 It is agreed that there shall be no discrimination, interference, restriction, coercion, harassment, intimidation or stronger disciplinary action exercised or practised with respect to an employee by reason of age, race, creed, colour, national origin, political or religious affiliation, sex, sexual orientation or membership or activity in the Union.

United Steelworkers of America

OTHER CONTRACT PROVISIONS TO FIGHT WORKPLACE RACISM

It should be clear that the whole collective agreement exists to protect workers against discrimination – not just the no-discrimination clause. There are a number of additional contract provisions that can further workers' human rights protection.

45 minutes

Distribute the list that follows and define and discuss the ideas with participants. This "shopping list" of contract clauses can be used to discuss:

- the kinds of workplace problems each clause tries to address
- its chance of gaining practical support in a union's negotiating priorities
- its potential educational value

POSSIBLE CONTRACT PROVISIONS

a) non-discrimination clauses that mention all forms of social discrimination
b) equal opportunity clause (see example of the Trades Union Congress in England)
c) no-harassment clause, specific about the meaning of harassment
d) an internal grievance procedure that allows the union to handle co-worker grievances
e) provisions for translation of key documents such as the contract ("into languages spoken by 10 percent or more of the workforce membership")
f) English-language training courses at the place of work, with union involvement, preferably on company time
g) greater flexibility around holiday leaves, and scheduling of shifts so that minority religious holidays and cultural practices around funerals and weddings can be accommodated
h) paid educational leave; improving leave provisions by including educational leave gives the workers greater access to vocational training, upgrading of life and language skills, and expanded trade union education. All of these can help counter systemic discrimination
i) union participation in job evaluation. This type of clause sets rules for use as a reference point in determining fair/unfair wage differentials; if the rules are easily understood and if they evaluate the job rather than the worker, they can be an effective tool against discriminatory wage setting, subject to factors such as seniority, experience and training
j) establishing joint equal opportunity/affirmative action committee with the employer to ensure that promotions, hirings, acceptance to training programs, granting of leaves are fair
k) clauses that establish fair procedures for distributing work, recording of payment (particularly important where piecework is the basis of production)

TRADES UNION CONGRESS
MODEL EQUAL OPPORTUNITIES CLAUSE

The parties to this agreement are committed to the development of positive policies to promote equal opportunity in employment regardless of workers' sex, marital status, creed, colour, race or ethnic origins. This principle will apply in respect of all conditions of work including pay, hours of work, holiday entitlement, overtime and shiftwork, work allocation, guaranteed earnings, sick pay, pensions, recruitment, training, promotion and redundancy.

The management undertake to draw opportunities for training and promotion to the attention of all eligible employees, and to inform all employees of this agreement on equal opportunity. The parties agree that they will revise from time to time, through their joint machinery, the operation of this equal opportunity policy. If any employee considers that he or she is suffering from unequal treatment on grounds of sex, marital status, creed, colour, race or ethnic origins,he or she may make a complaint which will be dealt with through the agreed procedures for dealing with grievances.

Source: Trades Union Congress, Great Britain.

The teacher can anticipate that the question of seniority rights will come up in this discussion. Traditionally, seniority has constituted a block to minorities and others victimized by discrimination who are seeking to overcome low-income and low-status positions in employment. Conversely, older workers see seniority as a natural and fair employment protection guarantee. In this context, it is wise to indicate that seniority is the fairest system for deciding whose jobs will be

protected. That is, seniority should govern the *firing/layoff* process. It is when *new hiring* takes place that minorities and others who have experienced discrimination may advance concepts of affirmative action. It has been suggested that a form of *informal affirmative action* might be agreed upon within a union local. That is, workers might agree that to compensate for past systemic discrimination, minority workers will be given first opportunity to apply for promotion by their fellows. (The CLC Labour Studies Centre in Ottawa can provide more materials on job evaluation and can indicate what other unions might be doing on these issues.)

Assignment The strategizing assignment below lists questions to encourage strategic thinking for action growing out of this session's ideas. Preliminary discussion here will help prepare for a fuller discussion next session. Ask participants to come to the next session ready to discuss their responses to these questions.

STRATEGIZING ABOUT HUMAN RIGHTS CONTRACT DEMANDS

1. How would you bring ideas for innovations and more complete human rights contract protection to the consideration of your local?
2. Where would you expect to find support for such an initiative?
3. Where would you expect to find resistance?
4. What arguments can you provide to defend the notion that these provisions should be an important negotiating priority in your union?

Elaine Jaques

On the picket line, Chrysler plant, Windsor, October 1982

9 UNION PRACTICES TO RESIST RACISM

Student Materials
Some Anti-Racist Practices for Unions
Labour's Role (in *Readings Kit* only)
Planning for Action: Assignment

Teaching Aids and Equipment
film, *A Personal Matter*
film projector, screen
flipchart, markers, masking tape

OBJECTIVES
This session continues the emphasis of Session 8 on the priorities, everyday practices and long-term actions that unions can take to build unity through anti-racist positions and programs. This session's objectives include:

- to explore present possibilities and constraints in making anti-racist practices a priority in workers' own locals
- to identify a range of possible anti-racist practices in unions
- to develop arguments to enlist support for anti-racist collective agreements and other practices at the local union and staff levels

PROGRAM

REVIEW OF SESSION 8

15 minutes
Special attention might be given to practices and concerns in participants' own unions. Take up journal sheet items not connected with the previous week's focus as well.

30 minutes
Review the strategizing assignment and any comments or concerns people had about it before going into a more detailed discussion of ideas. Record comments on flipchart under the following headings:

- tactics for bringing contract ideas to local
- possible sources of support
- possible sources of resistance
- arguments to defend anti-racist contract provisions

PRACTICES THAT CONTRIBUTE TO RACISM IN THE WORKPLACE

25 minutes

Show the film, *A Personal Matter*. This ten-minute film might be introduced with a reminder that the forms of resistance to anti-racist collective agreements explored above do not occur in a vacuum. This same range of consciousness informs the daily encounters and practices of work and union life. It is important to examine what these are and to be clear about the subtle ways in which unions and the people in them can contribute either to the problem or to the solution. Discussion of the film can focus on these key themes:

- cultural arrogance
- labelling and stereotypes
- different backgrounds of boss and employees, of employees themselves, and the implications for possible conflicts
- points of conflict in the workplace
- power within the union
- other union practices that may contribute to the perpetuation of racism in the workplace

MAKING ANTI-RACIST PROGRAMS A PRIORITY

15 minutes

Brainstorm a list of union practices to fight racism. These can come from the group's discussions throughout the course, but particularly Sessions 1, 2, 3, 8 and earlier in this session. "Some Anti-Racist Practices for Unions" may be distributed to participants at the end of this session or after this exercise. Encourage participants to add their own material.

SOME ANTI-RACIST PRACTICES FOR UNIONS

- regularity of union meetings
- encouragement of *all* union members to participate in meetings
- availability of translation for those who need it at meetings
- concerted, consistent attempts to inform and invite participation of *all new* union members
- straightforward language and democratic process that involves *all* workers in contract negotiations
- circulation of contracts to all workers, education on contracts and translation of contracts
- commitment to bargain for hiring and promotional practices, educational leave, English as a second language, non-discrimination clauses, translation of contracts and other documents, fair procedures for the assignment of temporary jobs or more attractive work that benefit all members
- concerned, competent and fair handling of *all* workers' grievances
- an executive that reflects, as far as possible, the ethnic makeup of the workplace
- stewards drawn from different ethnic backgrounds
- support to victims of racial harassment
- willingness to confront racist jokes, name-calling and accusations as they occur
- willingness to encourage constructive, candid discussion on inter-ethnic conflicts if they arise
- commitment to educate membership and take strong positions against the following employer practices, which contribute to racial tensions:
  - ethnic segregation of the workers
  - unequal pay scales
  - rivalries between groups of workers encouraged by employer

- favouritism - through differentiated pay scales, materials, machines, responses to machine breakdowns or work problems - by supervisors or employers
- use of recent immigrants at lower wages to replace laid-off workers
- use of recent immigrants as scab labour during strikes
- unfair application of seniority during layoffs
- intimidations and isolation of more militant union members, particularly from identifiable ethnic groups
- use of contract workers with fewer rights, less pay and insecure positions
- inadequate facilities, such as washrooms, which increase irritation, discomfort and tension between workers
- discrimination in selection, hiring and promotion procedures
- blaming depressed economy on exploited workers in other countries who make many of the imports in competition with Canadian products
- organization of work through competitive systems such as piecework

ORGANIZED LABOUR'S RESPONSIBILITY TO THE UNORGANIZED

15 minutes

About two-thirds of the Canadian work force is unorganized. Some of the most blatant oppression of minority workers occurs in workplaces devoid of collective strength and the protection of a collective agreement.

- What role should organized labour play in organizing the unorganized?
- In what ways is it in the best interests of the union movement to shoulder some responsibility for unorganized workers?
- How does challenging workplace racism feature in this struggle?

HUMAN RIGHTS COMMITTEES

Hand out the reading, "Labour's Role." This brief selection from the Canadian Labour Congress' booklet, *Human Rights in Canada: A Focus on Racism*, attests to the important role labour has played in the struggle for protection of human rights in the workplace. It also describes the past and potential roles of Human Rights Committees. Depending on your time, suggest participants take it away to read and discuss next week, or begin to talk about the role Human Rights Committees could play in the workplace.

PUTTING RACISM ON THE AGENDA OF A LOCAL UNION MEETING

20 minutes

Divide participants into two groups, each with the following task, to prepare for a roleplay:

- One group will prepare to make a proposal at the local meeting, for the local to initiate action(s) against racism in the workplace. Only one member of the group is on the executive of the local.
- The second group will prepare arguments and strategies

to resist such a proposal being approved at the meeting. Some of the members of this group may be undecided or indifferent to the proposal.

15 minutes

Roleplay the union meeting. It is often useful to keep two members from each group out of the roleplay to act as observers. They could be asked to note:

- How well prepared was the first group in presenting the proposal? What were the most convincing arguments?
- Where did the resistance to the proposal come from? What were the arguments for this side?
- Where were the possible areas of support for the proposal? How much support was forthcoming from the leadership of the local?
- How could the meeting have been approached differently?

Break 15 minutes

United Steelworkers of America

20 minutes

Participants should be as well equipped as possible to initiate proposals in their locals in a way that realistically anticipates the resistance they may meet. Discussion should clarify points under the headings noted by observers above. Record carefully on the flipchart comments and ideas on these themes:

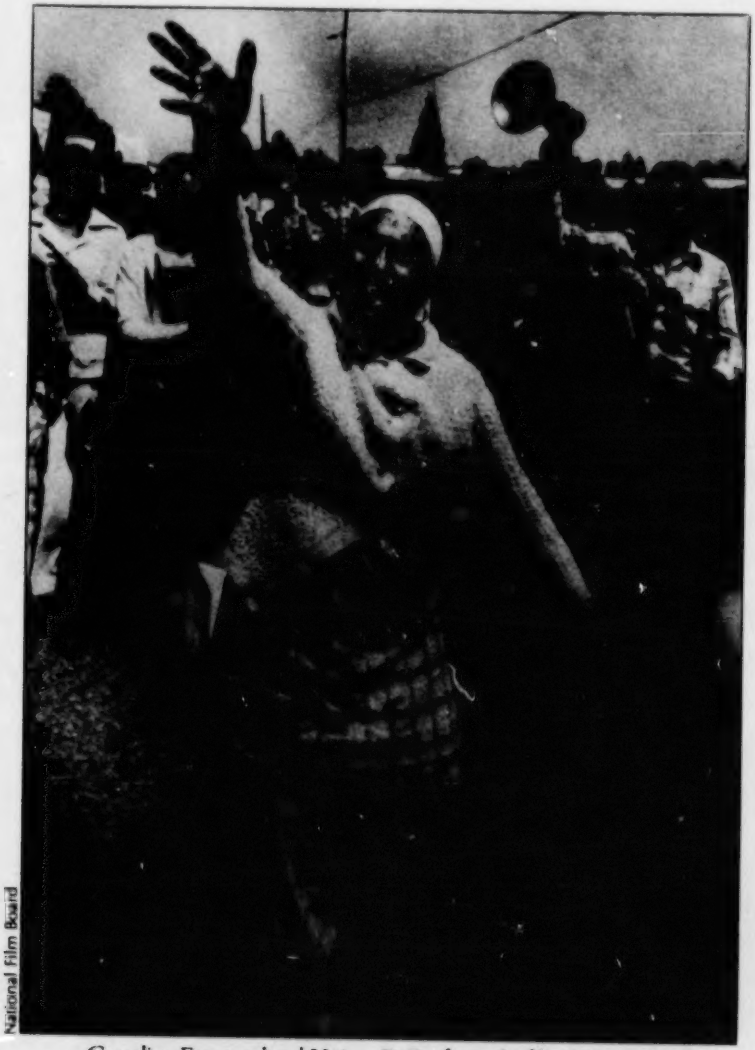
- preparation for the meeting
- effective arguments
- possible resistance
- necessary support
- follow-up

Assignment

If an assessment is needed of each participant, as it is for community college courses, you may want to tie it to this final assignment, as well as to people's participation and their own assessment of their learning. However, the primary purpose of this final assignment is to consolidate participants' learning and thinking for future action with their union.

PLANNING FOR ACTION: ASSIGNMENT

Come to the next session prepared to discuss your ideas on what your union or the union movement as a whole should be doing to combat workplace racism. Be as specific as possible. Check through your notes, particularly from Sessions 1, 2, 3, 6, 8 and 9 to help you pull your ideas together. If possible, write your comments down in prose or point form.



National Film Board

Canadian Farmworkers' Union, B.C., from the film A Time To Rise.

10 PLANNING FOR ACTION

Student Materials
Some Toronto Organizations Fighting Racism (better would be a list you prepare of organizations in your own community)
Course Evaluation Form

Teaching Aids and Equipment
Film, *A Time to Rise*
film projector, screen
flipchart, markers, masking tape

Resource People
From community organizations doing anti-racist work

OBJECTIVES

This session aims to bring participants' own learning, as expressed in their thinking for the final assignment, together with what is already going on in the community. The hope is that the individual's skills and ideas will be joined with others in the workplace and the community engaged in anti-racist struggles. While work on human rights issues is not new for labour organizations, the labour movement, as a whole, has not always enjoyed healthy, mutually respectful relationships with community organizations. Attempts to forge links have often been characterized by mistrust and a fear by labour of "losing control."

The issue of racism presents both labour and community organizations with a unique and substantive opportunity to work together for their common good. Considering that organized labour represents a minority of all Canadian workers, work in the community on this issue provides labour

with a chance to be identified with defending and advancing the interests of all workers, not just their own union members.

In addition to ad hoc coalitions that are formed to combat racism, labour must consider direct and substantive approaches to "ethnic" organizations, human rights personnel, and groupings within political parties, the media and others.

Finally, this session will encourage, if time permits, a look at an inspiring example of unorganized workers – Canadian farmworkers – who are working against incredible obstacles, including racism, to build a union. More specifically, this session will:

- acquaint workers with organizations and movements currently operating in the community to combat racism
- present workers' plans for action in their own locals
- share ideas and examine the feasibility of such ideas
- link struggles of organized with unorganized workers
- evaluate the course

Elaine Jaques

PROGRAM REVIEW OF SESSION 9

15 minutes Discuss issues arising from the previous week and any journal sheet items people wish to discuss.

COMMUNITY RESOURCES

30 minutes Invite a guest or guests who can describe community activities or organizations that have taken up the task of educating and mobilizing people against racism. Failing the availability of such guests, compile a list and description of who and what is available locally to assist workers and their locals. It is best for organizations and resources to be presented openly so that failures as well as successes can be described and analyzed. "Some Toronto Organizations Fighting Racism" is an example of a Toronto list that was offered to the Spring 1982 class.

ACTION PLANS FOR UNION LOCALS

50 minutes Using the small group (in pairs) and report-back format, ask participants to share with each other (20 minutes) and then with the whole group (30 minutes), the plans they drew up for the final assignment. Pairs should encourage the open critique of plans. In the report-back, encourage a frank discussion of all ideas as each individual offers his or her plan to the group as a whole. Ideas should be recorded on the flipchart.

Break **15 minutes**

UNORGANIZED WORKERS TELL THEIR STORY

60 minutes Show the film, *A Time to Rise*. A 39-minute film made in 1980, *A Time to Rise* examines the efforts of B.C. farmworkers to organize a union. In doing so, they challenge legislation that limits their possibilities at every turn. But more than this, the film reveals what life is like for an East Indian community in Canada. The history of this community's life in Canada tells much about why they have little choice but to do farmwork.

Elaine Jaques

Discussion of the film should address the following issues:

- the rights and opportunities presently denied farmworkers
- the forms of discrimination experienced by East Indian farmworkers
- the efforts by farmworkers from different ethnic backgrounds to work together in organizing and promoting the union
- the role of other unions in supporting the struggle of the farmworkers

WHAT WE HAVE LEARNED

20 minutes

The evaluation form can provide the basis for a course assessment by each of the participants. Draw together your own evaluation if this does not meet your needs. Allow time to fill out the forms and follow this with discussion if there is time.

COURSE EVALUATION

Please indicate by circling the appropriate number your assessment of the course's success or failure in assisting you to:

poor	below average	average	above average	excellent
1	2	3	4	5

1 2 3 4 5 a) recognize when a situation is a racial one
1 2 3 4 5 b) identify the different people and factors involved in a racial situation
1 2 3 4 5 c) understand how employers may use racism to weaken unions
1 2 3 4 5 d) know the history of the movement of different ethnic groups to Canada (migration history)
1 2 3 4 5 e) know the history of racism in Canada
1 2 3 4 5 f) understand how the present immigration system in Canada works
1 2 3 4 5 g) know how a union may itself contribute to racism
1 2 3 4 5 h) understand the relationship between racism and economic discrimination in Canada
1 2 3 4 5 i) understand the role played by racist organizations such as the KKK in promoting racism in Canada
1 2 3 4 5 j) recognize prejudice in yourself
1 2 3 4 5 k) file a complaint with a Human Rights Commission
1 2 3 4 5 l) identify possible clauses in the collective agreement that can be used to fight racism
1 2 3 4 5 m) work with other union members to bargain for such clauses
1 2 3 4 5 n) work with other union members to develop anti-racist practices and programs in the union

1 2 3 4 5 o) work within the union to challenge employer racist practices
1 2 3 4 5 p) confront and deal with racial harassment in the workplace
1 2 3 4 5 q) initiate approaches to other union members to encourage their increased involvement in the union
1 2 3 4 5 r) argue effectively against stereotyping and racism in the workplace
1 2 3 4 5 s) locate and use resources in the community and labour movement to help combat racism

Comments and Suggestions on the Instructors
(too pushy? too open to dumb remarks?)

Comments on Usefulness of Materials and Programs
(too legalistic? not enough history? not enough emphasis on workplace? enough time for discussion?)

Other Comments and Suggestions

Elaine Jaques

FOLLOW-UP

Participants might like to have the names, unions, addresses and phone numbers of all the course members. They might also want the notes from this last session and any follow-up reading material and contacts. Such requests, if at all possible, should be encouraged, to assist future thinking and action on racism in the workplace. It is important to end the course on a note of energy and a conviction that each participant can make important contributions to fighting racism in his or her place of work.

SELECTED AUDIOVISUALS FOR PROGRAMS ON RACISM

The following is a selected list of audiovisuals – films, slide-tape shows and videotapes – useful for anti-racist education programs. Most of these materials deal with racism in a broader context than just the workplace, to include the school, the wider community and the history of the movements of people to Canada. While recognizing that these materials may be used to explore several themes, we have organized them under these headings: the workplace, the community and the schools, and immigration.

THE WORKPLACE

Canadian Experience

Film 30 minutes 1979

"Canadian experience" – it's very difficult to get a job without it. This film analyzes the role of immigrant labour in the Canadian economy from an immigrant's point of view. It explains that economic and political repression force many people from developing countries to leave their native lands and emigrate to a foreign culture. And it explores, although not in detail, the dynamics between workers in the workplace.

Available: Development Education Centre, Toronto

Crosstalk

Film 30 minutes

This film was prepared by the Industrial Language Training Program in Britain for use with workers. It examines the problems of communciation that can develop between people from different cultures using the same language. Structured around three or four dramatized encounters between South Asian Britons and their Anglo counterparts, the film analyzes

the sources of misunderstanding that can arise through different voice tones, use of vocabulary and ways of organizing and expressing ideas. The film is useful for understanding the miscommunication that can arise in the workplace and the union.

Available: Ontario Ministry of Citizenship and Culture, Resource Library

Maria

Film 46 minutes 1977

A drama about a 24-year-old worker in a garment factory who becomes involved in the struggle to unionize her fellow employees, this is one of the few films available in English that even begins to consider the disadvantaged position of the immigrant woman in the workplace. Maria rebels against the pressure of her prevailing cultural norms to be good and quiet, marry young and confine herself to domestic matters. The film also exposes some of the ways in which ethnic differences can be exploited to undermine union organization.

Available: National Film Board; many public libraries

A Personal Matter

Film 10 minutes

A Greek factory worker with personal problems receives a seemingly unsympathetic hearing from his union representative. Looking at the problems faced by many immigrant workers, the film raises the question of prejudice and the principles of justice and fair play within the union. This film can be used effectively to discuss what practices the union could adopt to fight racism.

Available: Many union resource centres; Humber College Labour Studies Centre, Toronto

Resurgence: The Movement for Equality vs. the Ku Klux Klan

Film 54 minutes 1981

This film documents the recent rise of Ku Klux Klan activity in opposition to the growth of a movement for social and economic justice in the southern U.S. One of the underlying questions posed by the film is "What is the role of the Klan?" particularly in the context of the struggles of working people to organize unions in the South. It is made clear that one of the KKK's functions is to help preserve the status quo by fomenting racism amongst whites, including workers, thus preventing unity between oppressed blacks and poor whites.

The film cuts back and forth between preparations for a march in support of a strike at Sanderson chicken farms in Mississippi and a Klan rally in North Carolina. The connection between the Klan's role in opposing equality for blacks and in opposing organized labour is clear. This is a powerful film to explore the role of organized racists in opposing class unity and organization.

Available: Development Education Centre, Toronto

A Time to Rise

Film or video cassette 39 minutes 1980

This film examines the efforts of farmworkers in British Columbia to organize a union. In doing so, they must challenge legislation that limits their possibilities at every turn. But more than this, the film reveals what life is like for an East Indian community in Canada. The workers tell their own story about their working lives and why they need a union. The history of their community's life in Canada explains why they have little choice but to do farmwork. In addition, the film addresses the themes of the rights and opportunities presently denied farmworkers; the forms of discrimination

experienced by East Indian farmworkers; and the efforts of farmworkers from different cultural backgrounds to work together in organizing and promoting a union. The role of other unions in supporting the struggle of the farmworkers in an issue that could be examined with this film.

Available: Canadian Farmworkers' Union, Toronto and Vancouver; National Film Board

THE COMMUNITY AND THE SCHOOLS

Between the Lines

Slide-tape show 18 minutes 1982

This slide-tape show is a critique of the way news is controlled, collected and disseminated. It describes four ways in which news is distorted and analyzes the effects as well as the reasons for it. In addition, this material suggests ways that the viewer can examine news coverage critically. It is useful for looking at the sources and effects of both class and racial bias in the media.

Available: Development Education Centre, Toronto

Blacks Britannica

Film 57 minutes 1978

This film combines comments from unemployed black youths who are subject to pervasive police harassment; clips of speeches by white supremacists; and analysis by spokespeople from Britain's Asian, Caribbean and African populations. It examines the real conditions and possibilities for blacks in Britain, as well as creative and militant attempts to challenge the racism and marginalization they face. This analysis of racism from the perspective of working-class blacks, within the context of British history, is also relevant for Canadian audiences.

Available: Development Education Centre, Toronto

Emigrante

Film 13 minutes 1975

This short film takes a look at both prejudiced attitudes and racist action. Interviews reveal the subtle and obvious conditions under which such racism develops, and the camera and sound explore the neighbourhoods and workplaces where many immigrants find themselves. As one person says, "As soon as we reach a point where there's a surplus of labour, when unemployment increases, the government searches around for scapegoats for their problems and the easiest one to get is the immigrants and particularly the visible ethnic groups." This is a useful film for examining the differences between stereotypes and more systemic racism, and the connections between the two.

Available: Development Education Centre, Toronto

Message From the Classroom: A Student's View of Racism

2 video cassettes 36 minutes and 35 minutes 1980

These two videotapes focus on six aspects of racism in the school system. The first tape examines curriculum, racial stereotyping and academic streaming; the second looks at segregation, name-calling and physical violence. Produced by eight students, six of whom were Toronto high school students, the tapes examine each of these issues through interviews, dramatized situations and a discussion by the students of the issues raised in the scenarios. The tapes are accompanied by a teacher's guide, which describes the content of each segment, provides discussion questions and includes a bibliography of material and human resources.

Available: Toronto Board of Education, A-V Department; Cross Cultural Communication Centre, Toronto

Myself, Yourself
Film 30 minutes 1979
Three adults and two teenagers speak about what it means to be perceived as different because of race, culture or religion. They reveal how childhood and school experiences affected their sense of identity. The pivotal role of the school in reflecting or combatting the racism within a culture is stressed.

Available: Toronto Board of Education; National Film Board

Ravinder
Film 29 minutes 1979
This film is a highly effective drama about a teenaged East Indian youth who struggles to find the best way to cope with the harassment and racism he faces daily, especially at school. Should he give in to rage, try to assimilate at all costs, or hang on to the culture and values that affirm his own identity? The implications of these issues are far-reaching because they also call into question Canadian immigration policies and the ways in which our social and legal structures are applied.

Available: National Film Board

So You Think You're Superior . . . I Think I'm Equal
Video cassette 38 minutes 1981
Teachers and students in Montreal prepared this videotape to look at ways that racism occurs in their lives and to explore some of the reasons why it continues in Canadian society. Stereotyped messages in curriculum materials, in books and in the media are examined. Students discuss being hurt by having their cultural history excluded from school history texts and discussions and what to do when one is physically threatened because of one's race.

Available: Development Education Centre, Toronto; Cross Cultural Communication Centre, Toronto; Educational Resource Cooperative, Montreal (producers)

Teach Me to Dance
Film 29 minutes
Lesia convinces her English-Canadian friend Sarah to perform a Ukrainian dance with her as part of their school's Christmas pageant. However, Sarah's father, angry at the growing number of Ukrainian settlers, objects. In spite of the prejudices of their parents, the girls' friendship remains strong. Set in Alberta in the 1920s, the film provokes discussion of the school, home and community in teaching prejudice.

Available: National Film Board

IMMIGRATION

Canadian Experience (see above)
Blacks Britannica (see above)
Emigrante (see above)

Enemy Alien
Film 27 minutes
This film documents the experiences of Japanese Canadians during World War II, when branded as enemy aliens, their goods were confiscated, families separated and thousands forced into internment camps. Many of the first Japanese in Canada worked as cheap labour on the railways and in the mines. The work they did was mainly in areas where there was an urgent need for labour and they were paid lower wages than whites. Because the doors to most jobs were closed to them, more successful Japanese became small busi-

nessmen, fishermen, or farmers – all jobs not requiring great contact with Canadian society. Unions protested that the Japanese were unfair competition, some Canadians were actively hostile, and the government, in response to public opinion in a moment of crisis, seized Japanese Canadian property and interned the people in camps.

Available: National Film Board

This Business of Immigration

Film or video cassette 60 minutes 1975

This film was developed at the time of the green paper hearings on immigration in 1975. It provides an overview of immigration policy over the last century and some insights into the crucial role played by immigrants in developing the Canadian economy. It alludes to but does not examine closely the economic and political factors that encouraged people to immigrate to Canada at various times. And it is quite blunt about Canada' self-interested and sometimes brutal treatment of groups of people at other times. The order of events is not always clear from the film, and might usefully be supplemented with some of the material from Session 4 of this book. Discussion of this film could address common features of past and present immigration policy; examples of workers pitted against each other; examples of systemic racism; and the role of immigration policy in reflecting and shaping public attitudes to immigration.

Available: Ontario Education Communications Authority

If you are looking for films and other audiovisuals, check public libraries and National Film Board offices for catalogues of their materials, some of which are listed in the

"Selected Audiovisuals for Programs on Racism" above. School boards also have audiovisual departments and can often be persuaded to make their resources available.

CURRENT RESOURCES AND PROGRAMS ON RACISM

IN THE LABOUR MOVEMENT

Canadian Labour Congress

(2841 Riverside Drive, Ottawa, Ontario K1V 8X7)

The Canadian Labour Congress has a Labour Studies Centre with print and audiovisual resources. It has participated with the Canadian Human Rights Commission in developing a manual and week-long course on *Human Rights and Trade Unions*, which can be made available in part or in total for affiliate members. The CLC has also done a study of union practices and policies on affirmative action in cooperation with Canada Employment and Immigration. This is a good place to go for contacts with other unions who are attempting programs to fight racism.

Labour Councils

The labour councils in Ontario participated in the OFL campaign against racism. They can assist in the organization of human rights committees in the workplace and can respond to requests for anti-racist education courses in their weekend schools and union counselling courses. In Toronto, the Labour Studies Centre at Humber College, a project of the Labour Council of Metropolitan Toronto, initiated and supported the development of the course outlined in this book. They are continuing to offer this course to workers.

Ontario Federation of Labour

(15 Gervais Drive, Don Mills, Ontario M3C 1Y8)

The Human Rights Department of the OFL can assist in the organization of human rights committees. It has run an eight-month anti-racism campaign, "Racism Hurts Everyone,"

which combined the use of media and regional workshops on racism. It promotes affirmative action programs and did legislative lobbying on Bill 7 – proposed changes to the Ontario Human Rights Code.

Unions

Unions often have their own resource centres with films and print materials. Depending on the size and staff of the union, stewards' training and other union education courses that incorporate the issue of racism may be available. Some unions, such as CUPE, have prepared excellent, readable materials on bargaining and union practices that address human rights issues.

OUTSIDE THE LABOUR MOVEMENT

Canadian Human Rights Commission

(257 Slater Street, 4th Floor, Ottawa, Ontario K1A 1E1)

In conjunction with the CLC, the CHRC has prepared a manual and week-long course of seven modules entitled, *Human Rights and Trade Unions*. This can be made available in its entirety or in part for weekend schools. They have also prepared a draft of a publication, "Union Guide to Human Rights in the Collective Agreement," which is useful to locals and for educational programs. The CHRC is a source of other materials on human rights legislation and affirmative action as well.

Cross Cultural Communication Centre

(1991 Dufferin Street, Toronto, Ontario M6E 3P9)

The CCCC has a resource centre with print and audiovisual material on immigration and racism. It has done considerable educational work on this issue with teaching and non-teaching staff in schools and with workers from different

unions. This book, prepared by the Centre, is the first of three on anti-racist education.

Mayor's Committee on Community and Race Relations, Toronto

(East Tower, 18th Floor, City Hall, Toronto, Ontario)
This committee monitors race relations in the city on an ongoing basis and has taken an active role in encouraging an equal opportunity program in the workplace at City Hall and in providing assistance to other workplaces in the city that wish to do so. It has prepared two manuals on equal opportunity in the workplace, for both unions and employers.

Ontario Human Rights Commission

(400 University Avenue, Toronto, Ontario M7A 1T7)
The OHRC has a Race Relations Division, which works cooperatively with schools, community and labour. It can provide information and educational programs on legislation and on ways to examine and address racism. Other provincial human rights commissions have also prepared material and programs that can be used by unions.

Social Planning Council, Metropolitan Toronto

(185 Bloor Street East, Toronto, Ontario M4W 3J3)
The SPC has prepared a series of studies on racial and ethnic discrimination in employment. It is an excellent source of statistics and analysis on the population, times of entry, distribution in the city and means of livelihood of people in the city. Social planning councils in other urban centres should be able to provide this kind of information as well.

Trades Union Congress – Great Britain
TUC has developed course materials and other publications to use as examples and models. Sample clauses for bargaining, one of which appears in Session 8 of this book, have been developed to assist unions to bargain more effectively for equal rights.

In addition to the above, there are other community organizations that may be actively engaged in education and lobbying work on human rights issues in your area. They may be able to provide community contacts, information, resources and educational programs, or assistance with lobbying. In Toronto, in addition to those mentioned above, there are many organizations that provide services to immigrants and/or provide educational programs and lobbying on the issue of racism. Some of these include:

Committee for Racial Equality
(P.O. Box 6468, Station A, Toronto, Ontario M5W 1A0)
Development Education Centre
(427 Bloor Street West, Toronto, Ontario M5S 1X7)
Parkdale Action Committee Against Racism
(Box 245, Station V, Toronto, Ontario)
Riverdale Action Committee Against Racism
(947 Queen Street East, Toronto, Ontario M4N 1J9)
Urban Alliance on Race Relations
(229 College Street, 3rd Floor, Toronto, Ontario M5T 1R4)
Women Working with Immigrant Women – Labour Committee
(730 Bathurst Street, Toronto, Ontario)

INFORMATION FROM THE SECRETARY OF STATE ON THEIR RESOURCES

The Race Relations Unit
Multiculturalism Directorate
Secretary of State
Ottawa, Ontario
K1A 0M5 Tel: (819) 994-2124

The Race Relations Unit of the Multiculturalism Directorate, Department of the Secretary of State, was established in 1982 to promote inter-racial harmony and to stimulate changes necessary to the needs of Canadian society in the 1980's and beyond.

This Unit will work with individuals, groups and institutions in their efforts to combat racism and in their search for positive solutions to difficulties in race relations, by supporting conferences, workshops, seminars and other activities designed to improve these relations. It also encourages research on both the theoretical and practical solutions to racial discrimination and prejudice.

Among some of the recent activities were the *National Symposium on Race Relations and the Law*, to determine ways in which racism can be combatted within the legal framework, and, the *Visible Minorities and the Media Conference*, to examine how minorities, particularly visible minorities, can be shown to be an integral part of Canadian society.

The Secretary of State has offices in the following cities:

Halifax (N.S.)
St. John's (Nfld.)
Moncton (N.B.)
Charlottetown (P.E.I.)
Montreal (Que.)
Toronto (Ont.)
Ottawa (Ont.)
Hamilton (Ont.)
London (Ont.)
Sudbury (Ont.)
Timmins (Ont.)
Thunder Bay (Ont.)
Winnipeg (Man.)
Regina (Sask.)
Saskatoon (Sask.)
Edmonton (Alta.)
Calgary (Alta.)
Yellowknife (N.W.T.)
Vancouver (B.C.)
Victoria (B.C.)
Kelowna (B.C.)
Whitehorse (Y.T.)

The Cross Cultural Communication Centre is a community organization with resources and programs which critically examine the issues of immigration, immigrant settlement, and racism. It houses a library of print and audiovisual materials. And its staff develop programs and resources for use with immigrant service organizations, schools, social service agencies, libraries, community and lobbying groups, workers, and unions.